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School and Community

Vol. XVIII

MARCH, 1932.

No. 3



Resurrection

*AND you, America,
Cast you the real reckoning for your
present?
The lights and shadows of your future—good
or evil?
To girlhood, boyhood look—the Teacher and
the School.*

—From "An Old Man's Thought of School"
Walt Whitman, 1874



SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVIII

MARCH, 1932.

No. 3

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers' Association as per Article VI, section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917, authorized May 17, 1921.

Annual membership dues \$2.00, 60 cents of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

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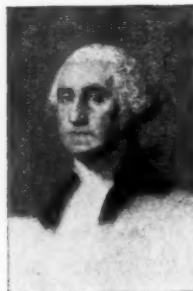
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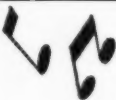
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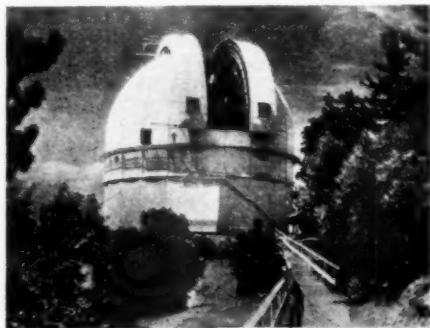


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EDITORIALS

ONE OF THE greatest injustices that has recently occurred in the field of education in Missouri, is the condition brought about by a recent
AN INJUSTICE TO RURAL SCHOOLS.

supreme court decision by which the salaries of several county superintendents have been reduced. This reduction, made on the basis of the method of determining the population of a county, has in no way reduced the work of the county superintendent, nor lessened the responsibility of that most important office. However, it cannot but have the effect of reducing the morale of these officers and that at a time when aggressive and courageous leadership in the rural schools is needed most. An individual who was elected to an office with a supposedly fixed remuneration and with a desire to work for four years with a conscientious effort to improve the educational facilities of the children of a county must feel a tremendous let down in enthusiasm when a salary that was none too high to begin with is, after a few months, materially reduced. In some instances these salaries have been reduced to considerably less than a living wage. To expect efficient service under these conditions is to attribute more than ordinary human character to the servant.

Missouri leaders should take an aggressive stand to professionalize and stabilize the office of county superintendent of schools. Arkansas has set a good example in this regard. Her

county superintendents are selected by a county board of education and their salaries determined by that body. There is no more reason for electing the county superintendent by popular vote and basing his salary on a census of the county than there is for thus electing a teacher or a city superintendent by this method and basing their salaries on the population of Timbuctu.

But so far as we can see there's nothing that can be done for the immediate relief of the situation.

PRESIDENT HOOVER IN a recent letter to Milton Chase Potter, newly elected president of the Department of Superintendence has spoken words of wisdom becoming his high office at a time when such words are sorely needed. He said:

"However the national economy may vary or whatever fiscal adjustments may need be made, the first obligation upon the national resources is the **UNDIMINISHED** financial support of the public schools. We cannot afford to lose any ground in education. This is neither economy or good government."

Another statesman whose administration of a great commonwealth with reference to public education in that state gives the force of sincerity to his words is quoted in the Philadelphia Record of January 17th, last, as saying:

"Whatever may be the exigencies, whatever may be the reasons for drastic reductions in appropriations, one thing must not happen. There must be no curtailment of educational facilities. The school systems for the education of our children in every State must be kept up to 100 per cent efficiency. A State can afford to lose time on the construction of a road, a bridge, or a building and by speeding up construction at a later time possibly catch up, but education must be continuous. Time lost in preparing our children to take their places in the world cannot be made up. There are only certain years in which the great majority of them can attend school and during that period it is the solemn duty of every State to provide full and complete education."

Contrasting these sentiments from President Herbert Hoover and the man who was his opponent in the presidential election four years ago with the attitude of Missouri's present Governor one sees an antipodal divergence. The latter when confronted with what he supposed was a twenty-six per cent reduction in revenue announced that educational institutions would have to take a twenty-six per cent cut. In other words he saw no fundamental difference between education and the other interests of the State. His mind could not discriminate. The child, to him, has no more claim on the revenues of the state than the criminal. The training of teachers is no more fundamentally valuable to the future than any other function of the state. Crippled children are placed in the same category, so far as curtailment of expense is concerned, with concrete culverts.

If discrimination is a function of the mind, the fact might appropriately be called to His Excellency's attention.

OFTEN AT EVENING, when the "squawkey" is fast shattering your nerves with one advertisement after another, comes the announcement **IT'S NEW!** of music "by special permission of the copyright owners". It's new—that's the idea. No difference whether it's jazz or just noise discordant, it's new, and that is the only prerequisite. "By special permission of the copyright owners" is a guarantee that it's new and, therefore, the radio delivers it to the listeners because it's new and will, therefore, be accepted and appreciated.

Often in the shop some smart saleswoman brings out an article which she is anxious to sell and says, "It's new!" Presto! The sale is made. The satisfied(?) customer goes on her way rejoicing that she has the latest creation. She continues to rejoice until she sees a dozen other ladies wearing the same thing. Then she may not be so well satisfied.

Not only with the radio and in the shops do people use the sales argument that "It's new" but often in educational literature the same sales plan is offered—"It's new". Perhaps the exact expression "It's new" may not be used but the implication is clear. And yet in reality the fact that a thing is new has nothing to do with its real worth. In fact, many new things are altogether worthless. Only quality and content indicate value and are appropriate points to accentuate in a logical sales plan. How long will it be until teachers cease to try to use

some mere fad in the classroom because it bears the label, "It's new"?

In offering plans or materials for educational purposes there might be more logic to the point that they are old, tried and usable than in the fact that they are new. But even if they are old, tried, and usable when something better is found replacement

should follow for only the very best is good enough to be used in the schools.

Let us hope that efforts to use "It's new" as a sales talk for things educational will cease. Let the only point at issue be—Is it the best?

—S. M. Barrett.

That Teacher Surplus

O. J. Mathias.

THERE IS A CURRENT belief throughout the country that there is a surplus of teachers. School boards and even superintendents frequently remark that there will be little difficulty in securing teachers during this period of business reverses. There is a surplus of teachers; but let us examine and evaluate the personnel of this surplus.

First, there is that great body of conscientious, trained men and women who are on the job at the present time. These people remained true to the profession through both the "fat and the lean" years because they loved their work. Theirs is a background of scientific training, ideals and actual experience. There is not a surplus of this type of teacher. Our schools are constantly growing more rapidly than it is possible to develop this type of teacher. Let us classify this type as Group No. 1.

There is a larger fringe at present about this main body of recognized professional teachers than on former years. Group No. 2 is comprised of inexperienced young men and young women who have just completed their work in colleges and universities. Many of these young people are sincere and if given an opportunity may

soon be classified with Group No. 1. There is a large number in this group however with eyes turned toward the school room this year as the easiest way out.

Group No. 3 is made up of men and women with some experience but who left the profession during the prosperous years of business but are now eager to flock back to the fold.

A young bond salesman left the office of the writer just a few minutes ago. He left the profession five years ago because there was more personal gain in bond selling then than in school teaching. The immediate future in business does not look bright to him therefore he feels perfectly capable of teaching boys and girls until the bond business comes back into its own. He even told us that his experience as a salesman with the opportunity to meet people made of him a more desirable candidate for a school position than the fellow who had been on the job all these years. We do not believe it. We shall feel sorry for the boys and girls if school boards listen to any such "high power" sales talk and fill any part of our school system with these people who teach school merely because it becomes an economic necessity.

These fringes, Groups Nos. 2 and 3, flapping in the breeze of our present unsettled economic situation have attracted more attention than the main body of the profession who are on the job all day and have not the time to make a noise, interview school boards or pull wires in an effort to land a job for the coming year; hence the current opinion that there is a surplus of teachers.

School boards and others in author-

ity this year should make every effort to maintain the present standards of our schools. This should apply particularly to the personnel of the teaching body. The cheap teacher will give cheap service. Every effort should be made to hold intact our present professional body of trained and experienced teachers. There should be a careful evaluation of teachers before selections are made for the coming year.

EASTER EVE

BLANCHE PETERS

*A world bound and held still in winter's fast fetters,
The trees, bare and gaunt, stand in valley, on hill;
While the wind, like a troubled beast, moans in the distance,
And a pale, crescent moon, hangs half-shadowed and chill,
The grey mists arising, from seas that are restless,
Up-reaching and clasping the clouds from above—
Unite in creating the long, bitter night time,
That shadows and crushes all feeling of love.*

*And yet, on the morrow, the sun will in splendor,
Emblazon in gold, both mist and the cloud;
The day must take place, of the night, long and dreary,
And love will light up all the dark leaden browed.
For Christ hath arisen o'er pain, death and strife,
Who art resurrection, and who art the life!*

Obedience

To obey is better than sacrifice.

—Bible

EMERSON SAID, "Our chief want in life is somebody who shall make us do what we can." Many are the adults who realize in midlife that their accomplishments might have been greater and their life richer had they been blessed with a friend who would have made them do what they could have done. Fortunate is the child who has that friend in the form of parent or teacher with wisdom enough and love enough to cause him to live close to the limit of his ability.

In a broad sense, and from the point of view of the child, ability to follow the directions of his leaders is obedience. Unfortunately, with some this word has fallen into disrepute. Too many regard it as an obsolete virtue. The doctrine of "freedom" has been perverted and emphasized to the detriment of development. As a result we have the irresponsible, rickety, unsubstantial, weakness of character that is blown about by every wind of circumstance and which makes no contribution to economic or social life and which constitutes one of society's greatest burdens and problems.

The strength of the human being is the helplessness of its babes. The fly is born with all of its functions developed. At birth it knows all the tricks necessary for a fly to know. It has nothing to learn. No child was ever born that way. It *must* be taught. It must obey. Parents and teachers

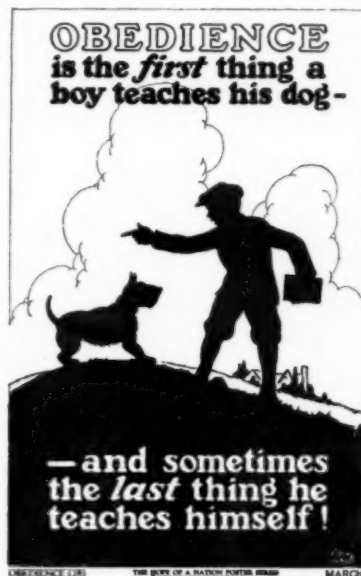
know that the law of obedience is inexorable in the physical life of the child. It must eat *certain* kinds of food. It must not eat others. It must avoid *certain* dangers. It must live according to rules. In this realm it learns obedience. Because of this obedience its body grows. It becomes strong physically.

No less rigid is the law of obedience in the realm of the mental and the spiritual. But to do as one pleases in these realms has become such an obsession with some that we overlook the consequences, forgetting that obedience here is just as important if the child is to develop into the best possible adult and to live the richest life.

Is obedience something to be ashamed of? On the contrary it is

something of which to be proud. Washington's famous "Rules of Civility", and Franklin's list of virtues are instances of how our greatest men have endeavored to cultivate obedience within themselves.

Obedience, it is observed, is practiced in direct ratio to the importance of the thing or person considered. A flock of dust seems to know nothing of the law of obedience, but the planets obey with quiet dignity the laws of the universe and so absolute is this obedience that astronomers can predict with infinitesimal accuracy just what their positions will be at any given future moment. Lindbergh has



been the successful flier not alone because of his bravery nor chiefly because of his independence but because he has been obedient to the laws of flying. He knew his machine, its limitations, its power, how it would perform in certain types of weather, and because he knew and obeyed he has become the world's great hero. What others have tried to do by acting on a false theory of freedom "The Lone Eagle" has done by a knowledge of the laws of flying and by a strict obedience to those laws.

But obedience must be of the kind that leads to self discipline. And this can be brought about only by the

child's getting from somebody an idea of the importance of obedience, and also the belief in and a knowledge of laws of life that are worthy of obedience.

This then is the teacher's task: to instill a respect for obedience; to make the child know that freedom is not disobedience but rather its opposite, that society is happy and efficient only when each member is in its place doing its work in harmony with the other working parts of the machine; and to give them a practical understanding of the rules by which men live together all for the good of each and each for the good of all.

WASHINGTON

February, 1932

(vers libre)

Our Washington, we bow to thee,
In grateful reverence.
Two centuries of praise have added
Only luster to thy name.

Thy child republic, vast and wealthy, grows
In happy population.
Thy brilliant wisdom rules us still
And guides our nation.

A patriot-loving people look to thee
In calm assurance
'Mid hopes and fears; thy stately brow
Leads only onward.

Enamored youth, in silent adoration
Seeks thy counsel;
Outstanding worth like thine they crave
In national honor.

Steadfast and true thy virtues stand
In lasting memory.
Help us uphold thy noble aims
In real sincerity.

—W. H. Schlueter

Two National Education Conventions

TWO NATION wide educational conventions were held in the United States during the month of February. The first was at Baltimore where several hundred members of the Progressive Education Association met for their annual program under the leadership of the Association's President, Burton P. Fowler of the Tower Hill School, Wilmington, Delaware. This convention preceded immediately the much larger one of the Department of Superintendence of the National Education Association of the United States held at Washington, February 20-25.

Progressive Education Association

The Progressive Education Association seems to be dominated at the present time by private and independent schools, although public school people are taking an increasing interest in their programs. This group being less restricted by public opinion and freer from the bonds of tradition are in a position to offer to the world a type of leadership which may be useful in adjusting education to the changed and changing economic and social life. Though their distinction seems to be one of emphasis more than of fundamental difference.

According to President Burton original and creative thinking is one of the goals of progressive education even in the lower grades. This original thinking he regards as the pearl of great price and through its development are the problems of the world to be solved. "Who," he asks, "will have the sense to solve our unprecedented traffic problems? Who is going to have the wisdom and leadership to cleanse the stables of municipal corruption? Who can unravel the riddle of unemployment? What generation will end war?" His answer is, "Those who have greater originality in meeting new situations than we have."

Progressive educationists claim that the traditional school in which children spend their time in the study of textbooks, reciting lessons based on a course of study to be

used year after year, and passing through forms that have become fixed by tradition and approved by custom will not develop sufficient originality in thought power or adequate ability in accomplishment to meet the needs of our present day world.

Miss Laura Zirbes, Professor of Education, Ohio State University and one of the leaders in the progressive education movement believes that even progressive schools must beware of making set patterns, even progressive patterns. She believes that the child should always be free to follow the designs of his own individuality or the individuality of his group and that what education needs is not new and progressive forms, but a new philosophy that uses its own forms as the needs and circumstances of the times demand. The true progressive school, she says, is not progressive in set ways, but is constantly trying out and evaluating fresh approaches to situations.

Dr. Carleton Washburne, Superintendent of Schools, Winnetka, Illinois, is making arrangements to organize a graduate teachers training college which will open next autumn in which he expects to give the teachers the same sort of training that he advocates for children of the public schools. The training of teachers for progressive education is recognized as one of the basic problems of the Association.

Dr. Hughes Mearns of the University of New York, one of the most widely known lecturers on progressive education, used ridicule as the vehicle by which he exposed what he regarded as the fallacies of the traditional school. Much of the present curriculum he regards as of value only to the traditional teacher and not as possessing any worth to the child who is to become a member of the social order. He created a great deal of merriment by asking a series of questions which he characterized as purely "teacher trade information," and which he said he had gleaned from student examination papers all over the country. Among the questions were these—

"How many gills in forty-two gallons?" "Write an exposition of a chair and show how it differs from a description of a chair." "What is the difference between a simile and a metaphor?" "Write a poem on spring, fifteen minutes allowed."

Dr. Mearns maintains that studying lessons such as are assigned in the traditional schools is to be found no place in life except in these traditional schools. People do not seek information by this process in real life. They go about it, not by memorizing, but by reading, by observing and taking notes and afterwards going back and picking up what they want. In other words, they go about it in a way that the school child would not be allowed to use.

Dr. George S. Counts of Teachers College, Columbia University, delivered a challenging address to the Association on the subject "Dare Progressive Educationists be Progressive?" He accused the Association of being unwilling to come to grips with life as it is today and asserted that education cannot build its program out of the interest of children alone, that it cannot place its trust alone in the child centered school. He believes that if progressive education is to be genuinely progressive, it must take account of social and economic conditions as they are and champion the right of the individual to economic security. He complimented the Association's program by saying that it had focused the attention squarely upon the children, recognized the importance of the interest of the learner, defended the thesis that activity lies at the root of all true education, conceived of learning in terms of life situations, and championed the rights of childhood to develop a free personality, but declared that excellent as all of this is, it is not enough.

Convention of Department of Superintendence

The other convention was that of the Department of Superintendence of the National Education Association, which from the point of view of attendance, interest, program and vital significance has in recent years come to be regarded by many as the most important educational gathering of the year, outranking in these

regards, the summer meeting of the N. E. A., its parent organization.

This meeting was too big for one person to attend, even if that person should have had no other duties or interests. Washington, at any time, is a poor place for so large a meeting. No one of the auditoriums is large enough for a general meeting. The result was that the convention had to be a sort of three ring circus with each ring in a separate building and with numerous and important side shows going on in smaller rooms all over the city. Then beginning as it did on the day preceding Washington's Birthday, at which time the National Bi-Centennial Celebration was opened by the President, this event made way with much of the attention. Much as the Nation, and especially the Capitol, has to gain from this celebration, Washington's life and history are not especially designed to center attention on education.

In general there were no great prophetic voices at this meeting. A few such men as George Strayer, Henry Harap of Western Reserve University and George S. Counts of Teachers College broke away from the traditional thought forms to give glimpses of ideas of a prophetic character; but for the most part the addresses were without challenge or unusual significance. It seems that in the educational world, as in the economic field, men are dazed and confused. They know that a calamity is upon us, but the way out has not yet been revealed.

A meeting at which the Department's Yearbook on Character Education was discussed was one of the most interesting. G. B. Glenn of Birmingham, Alabama, speaking at this meeting said: "Apparently there is no correlation between teachers and pupils in their knowledge of right and wrong. This suggests that the role of the school in the realm of character building is far less than we are accustomed to think. Is this not a challenge to make the school a more powerful agency for character training?"

Dr. Frank N. Freeman of the University of Chicago speaking on character education from the point of view of psychology warned that the scientific educator would refuse to place his confidence in any easy

device for making children good, but that he has a right to put his faith in the total process of education. Speaking of individualism, he said it is represented in a number of forms such as the self centered attitude of the egoist in the insistence upon rights and the disavowal of duties and selfish competition wherever it is found. It is opposed, he said, to the recognition of obligation to the practice of cooperation and a spirit of loyalty to a good cause. Quoting Josiah Royce he said the people who have more rights than duties have gained a notable and distinguished position in our modern world. He accused modern civilization of making a divine fetish of selfish individualism, using it not merely as a check against undue authority, but preaching it as an ethical doctrine for which it would be worthy even the giving up one's own life. He used the high protective tariff walls set up by this and other nations as an illustration of how individualism may defeat its own purpose. The end result of the protective tariff, which is a game at which all nations can play, is disaster to all, Dr. Freeman pointed out. Shortsighted men are continually trying to secure all the gain from the cooperative activities for themselves and deny them to those of the other groups, but this policy like all policies of individualism is suicidal. Dr. Freeman believes also that education must take a point of view on some of the important issues before us. It must cast the weight of its influence on one side or the other. It will allow the new hedonism to run its course unchecked among the young people under its care, or it will develop a more civilized conception of the individual and his social responsibilities.

The Department's Tenth Yearbook is a very interesting discussion of the problem of character education and promises to be a real contribution to that field which is at present so much in the forefront of educational thinking.

George D. Strayer of Columbia University, who may be regarded as one of the greatest of American evangelists for public education, sounded a distinct note of peril in his address. He said there is need in the United States today for an aroused public opinion for the support of

public education and those who believe that the battle for free public schools was won in the middle of the last century are living in a fool's paradise. He pointed out the present dangers of not being able to maintain the gains which we have made and called attention to the fact that everywhere there is an attack upon public education expressed in terms of retrenchment and the cry that we cannot afford the program of education that we have already established. He said that in city and rural areas, schools have been closed, terms shortened, teachers' salaries reduced, classes increased in size and the curriculum curtailed to such a degree that the whole educational program is being placed in jeopardy. Calling attention to the new needs he said the work of the teachers in our society must be measured by the degree of leadership which he is able to offer to young people in their attempt to understand our modern complex social life. He must be such a leader, says Mr. Strayer, as can develop ideals which will make possible the regeneration of our society. He thinks the crisis is such that the people should be called upon even as they were called upon during the war, to bear extra burdens of taxation, to suffer privations in order that we may insure to ourselves and our posterity the blessings of life, liberty and the pursuit of happiness.

Ross L. Finney of the University of Minnesota, speaking on the subject of social planning and leadership, declared that educational leaders need a new kind of education in the teachers colleges built on the broadest possible acquaintance of the culture mass. He believes that the education of the teacher should be built upon the culture mass if education is not to be blind leadership of the blind in a period when nothing but education can keep civilization out of the ditch.

Professor Bode of Ohio University on the same program said that unrestrained individualism brings with it the germs of revolution and referred to private charities and unemployment as mere palliatives. He pointed out that two roads seem to open up to us. One is the road taken by Soviet Russia, the other is by realizing that we are living in a changing civilization, that

the present is not like the past. With this view we can then set our minds to the humanizing of education in such a way as to bring organization out of the present chaos.

Professor Horn believes that American teachers should themselves have definite opinions and convictions on all questions involving freedom; that they should also express themselves on these questions, not as indoctrinators, but rather as leaders of discussion. To indoctrinate, he thinks, is not democratic. To train in thinking is the essence of democracy.

The Missouri group was especially pleased that one of its own members, Superintendent George Melcher of Kansas City, was honored by being elected to the Vice-presidency of the Association. Mr. Melcher is a member of the Commission on School Administration which is preparing a Yearbook for 1934.

Another Missourian who has been honored by this Association is F. M. Underwood, Assistant Superintendent of Schools of St. Louis. He is a member of the Committee on Educational Leadership which has in charge the preparation of the 1933 Yearbook. Mr. Underwood has also

served on the Executive Committee of the Department of Superintendence.

Among former Missourians prominent in this organization and who were seen at the Washington meeting were Dr. W. W. Charters, of the Bureau of Educational Research, Ohio State University, who took a prominent part in the discussion of character education; Superintendent A. L. Threlkeld of Denver, who has recently been reelected to that position for a term of five years and his brother C. H. Threlkeld who at the present time is principal of a large high school in South Orange, New Jersey; Superintendent Chas. F. Deinst of Boise, Idaho; Belmont Farley who is Assistant Director of the Division of Publications for the N. E. A.; Superintendent Joseph M. Gwinn of San Francisco who a few years ago was President of this Convention; Commissioner Frank P. Graves, Commissioner of Education for the State of New York; Clyde M. Hill, Chairman of the Department of Education, Yale University; Assistant Superintendent of Schools, George Meredith of Pasadena, California; President M. G. Neale of Idaho State University and Elbert K. Fretwell, Professor of Education, Teachers College, Columbia University.

GIVING A COLLEGE FACULTY THE OPPORTUNITY TO GROW.

OUR EDUCATIONAL SYSTEM, with its requirements for higher degrees, too often leaves one with the feeling of having completed his education once the goal has been reached, thus losing sight of the real value of education, which is continuous personal growth. It is a tragedy when the teacher ceases to grow. The Ph. D. who is satisfied with having "arrived" holds the empty bag of education while the game of learning has slipped away and so far as growth is concerned is in the same position as the unfortunate person who never started on the quest. On whatever the professional level, elementary, secondary school or college, the vital problem of growth in teaching rests upon the extent to which the teacher can release the mental forces which are the result of his preparation for teaching. Continuous growth in service demands that he be given the opportunity to live constantly on the margin of his expanding experience. Can the teacher in service be given that opportunity?

From an article by Felix Rothschild and Ethel Hook in the A. A. T. C. Quarterly.

Problems In Measurement In An Experimental School

F. H. GORMAN, Principal
University of Missouri Elementary School

THE MEMBERS of the staff of the University of Missouri Elementary School for several years have given close attention to the problems of classification and the measurement of the progress of the pupils. In order to render the classification and the measurement of the progress as accurate and objective as possible they have made use of many of the better standardized tests. The Stanford Achievement Tests have been used almost exclusively in measuring the progress of the pupils in grades three to six.

The pupils are tested three times each year—at the beginning of the term in September, at the close of the first semester, and at the end of the term in May. Both the individual and class standings on each test are recorded for the use of the staff.

While much is gained from a study of

The following units from the old and revised batteries were chosen for the study:

Reading:

Paragraph meaning

Word meaning

Spelling

Language Usage

Arithmetic:

Reasoning

Computation

Several units, such as History and Geography, had to be omitted because of the change in the organization of the battery when it was revised and appeared under the name of New Stanford Achievement Tests.

We turn now to a discussion of the findings of the study. Each grade will be treated separately beginning with Grade III. Table I

TABLE I
Averages of Subject Age and Grade Standings of Grade III Pupils Taking Stanford Achievement Tests During Five-Year Period, September, 1926 to May, 1931

Remedial Tests During Five Year Period, September, 1919 to May, 1922											
Reading						Arithmetic					
Parag. Mean.		Word Mean.		Spelling		Reasoning		Computa- tion			
	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	
Sept.	8-8	3.1	8-9	3.1	8-1	2.8	8-5	3.0	8-3	2.9	
May	10-5	4.4	10-3	4.3	9-10	4.0	10-2	4.3	9-11	4.1	
Gain	1-9	1.3	1-6	1.2	1-9	1.2	1-9	1.3	1-8	1.2	

the test results obtained during the course of each school year, there are certain additional values to be gained from a study of the test results collected over a period of several years. In the next few paragraphs an attempt will be made to show something of the results of such a study made at the University Elementary School.

The five-year period from September, 1926 to May, 1931, was chosen as the time unit for the study. The subject age and subject grade standings of each pupil taking the Stanford Achievement Tests in September and May at any time during the five years was included. In answer to the question regarding the mental ability of the group involved, it should be sufficient to say that the median I. Q. was approximately 105 and that there were no pupils with an I. Q. below 82 or above 144.

shows the arithmetic means of the subject ages and subject grades of all the third grade pupils who have been tested during the September and May testing periods within the dates given above. It also shows the gains represented by the differences between the means for the September and the May testings.

The figures given for paragraph meaning and word meaning for the September testings in Grade III indicate that the pupils as a group stood above the norm of grade 3.0 on entering the grade. The corresponding figures for the May testings show that on the average they stood at the grade levels of 4.4 and 4.3 respectively at the end of Grade III. The differences between the means for the two periods give mean gains of 1.3 and 1.2 grades. A normal gain is 1.0 grades. Expressed in terms of subject age the gains were 1-year 9-months,

and 1-year 6-months.

In spelling the mean standing for the September testings was grade 2.8, or 0.2 grades below the norm. For the May testings the mean was grade 4.0 or at the norm for the end of the grade. The gain thus indicated was 1.2 grades or, in terms of subject age, 1-year 9-months for the school year.

School no especial attempt is made to teach any formal arithmetic below Grade III. Instead, only those facts and concepts of arithmetic that appear in connection with children's games and in the practical situations that present themselves in their activities are learned. These furnish the background for the work of the higher grades.

TABLE II
Averages of Subject Age and Grade Standings of Grade IV Pupils Taking Stanford Achievement Tests During Five-Year Period, September, 1926 to May, 1931.

	Reading						Arithmetic					
	Parag. Mean.		Word Mean.		Spelling		Lang. Usage		Reasoning		Computa- tion	
	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade
Sept.	10-11	5.0	10-8	4.7	9-11	4.1	11-11	6.1	10-5	4.4	9-11	4.1
May	11-10	6.0	11-7	5.7	10-8	4.7	12-11	7.2	11-5	5.6	10-11	5.6
Gain	0-11	1.0	0-11	1.0	0-9	0.6	1-0	1.1	1-0	1.2	1-0	0.9

At this point attention should be directed to the fact that throughout all the grades the means of the groups stood fairly close to the norms given by the Stanford Achievement Tests despite the fact that a small sampling of the spelling vocabulary was afforded them. Spelling being almost entirely a matter of memorizing each word the chances of pupils knowing the spelling of the words given in the test are few unless they happen to have learned them at some time previous to the administration of the test. Consequently, with so small a sampling of the children's spelling vocabulary, such a measure of their spelling ability may well be considered inadequate. Nevertheless it is usually administered along with the other units of the battery in order to make the records on the battery complete.

The mean subject grade in arithmetic for all the pupils who entered Grade III during the five-year period was practically at the norm at the September testing periods, being at grade 3.0 in arithmetic reasoning and at grade 2.9 in computation. The mean standings for the May testings were grades 4.3 and 4.1 respectively, the norm for both being grade 4.0. The increases for Grade III were therefore 1.3 and 1.2 grades. Measured in terms of subject age the increases in arithmetic reasoning and computation were 1-year 9-months and 1-year 8-months.

These figures are interesting from the fact that in the University Elementary

For the beginning of Grade IV the normal subject grade is 4.0. We find in Table II that for the pupils included in this study the mean subject grades in paragraph meaning and in word meaning were 5.0 and 4.7 in September or 1.0 and 0.7 grades above the norm. Although standing that far above the norm for the beginning of the grade, the means increased to grades 6.0 and 5.7 at the end of the grade or in May, indicating a mean gain of exactly one grade or eleven months in subject age.

The mean subject grade in Grade IV spelling was 4.1 for the September testings and 4.7 for the May testings, or 0.3 grades below the norm for the end of the grade. The increase thus given was only 0.6 grades or nine months.

In language usage the mean for the September testings in Grade IV was grade 6.1, which was 2.1 grades above the norm, 4.0. The mean for the end of the grade or the May testings was 7.2, which was 2.2 grades above the norm, 5.0. The gain in mean standing was thus 1.1 grades or one year in subject age.

For the September testings the means in arithmetic reasoning and computation exceeded the norm of grade 4.0 by 0.4 and 0.1 grades respectively, being at grades 4.4 and 4.1. For the May testings the means advanced to grades 5.6 and 5.0, producing gains of 1.2 and 0.9 grades, or one year each in subject age.

For the beginning of Grade V the mean

subject grades in paragraph meaning and word meaning were still further advanced beyond those for the close of Grade IV.

is brought to bear in Grades V and VI. The results of this drive in Grade V are shown in the large increase in the mean

TABLE III

Averages of Subject Age and Grade Standings of Grade V Pupils Taking Stanford Achievement Tests During Five-Year Period, September, 1926 to May, 1931.

Remedial Work during Two Year Period, September, 1926 to May, 1927.													
	Reading				Spelling	Arithmetic							
	Parag. Mean.		Word Mean.			Lang. Usage		Reasoning		Computation			
	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	Age	Grade	
Sept.	12-6	6.7	11-9	5.9	10-11	5.0	13-5	7.6	11-8	5.8	10-9	4.8	
May	13-6	7.7	13-1	7.4	11-7	5.7	13-10	8.0	13-0	7.3	12-5	6.5	
Gain	1-0	1.0	1-4	1.5	0-8	0.7	0-5	0.4	1-4	1.5	1-8	1.7	

As indicated in Table III, they stood at grades 6.7 and 5.9 in September or 1.7 and 0.9 grades above the norm. For the close of the grade in May they were found to be at grades 7.7 and 7.4. In other words they were 1.7 and 1.4 grades in advance of the norm for the end of the Grade V. The increases thereby indicated for the grade were 1.0 and 1.5 grades. In terms of subject age they were 1-year, and 1-year 2 months.

The mean subject age in spelling for the

standings of the pupils in the phases of arithmetic tested by the Stanford Achievement Tests.

Starting at grades 5.8 and 4.8 respectively the means in arithmetic reasoning and in computation for the beginning of the grade in September rose to grades 7.3 and 6.3 at the end of the grade in May. That made the 1.3 and 0.5 grades above the norm, which was 6.0. The gains made were therefore 1.5 and 1.7 grades, or 1-year 4-months and 1-year 8-months.

TABLE IV

Averages of Subject Age and Grade Standings of Grade VI Pupils Taking Stanford Achievement Tests During Five-Year Period, September, 1926 to May, 1931.

Achievement Tests During Five-Year Period, September, 1926 to May, 1931													
	Reading				Spelling	Arithmetic							
	Parag. Mean.		Word Mean.			Lang. Usage		Reasoning		Computation			
	Age	Grade	Age	Grade		Age	Grade	Age	Grade	Age	Grade		
Sept.	13-9	7.9	13-3	7.5	12-2	6.3	14-11	9.0	12-10	7.1	11-11	6.1	
May	14-10	8.9	14-2	8.3	13-0	7.3	15-1	9.1	14-1	8.2	14-5	8.5	
Gain	1-1	1.0	0-11	0.8	0-10	1.0	0-2	0.1	1-3	1.1	2-6	2.4	

September testings in Grade V was 5.0. It advanced to grade 5.7 for the end of the grade in May. The gain thus made was 0.7 grades or 8-months.

The mean for the September testings in language usage was grade 7.6, which was 2.6 grades above the norm. For the May testings it was grade 8.0, which was 2.0 grades above the norm. This resulted in an increase of only 0.4 grades for a school year. The small gains indicated for this grade and for Grade VI are explained by the fact that above certain points the pupils fluctuated greatly in achievement on the different forms of the battery.

Throughout Grades III and IV a reasonable amount of time and effort are given to the teaching of the fundamental combinations and processes in arithmetic. However, the most concerted effort toward teaching these combinations and processes

The data for Grade VI are given in Table IV. Continuing in their rise, the means of the grade standings in paragraph meaning and word meaning were 7.9 and 7.5 respectively at the beginning of Grade VI in September and advanced to grades 8.9 and 8.3 at the end of the grade in May. That placed them 1.9 grades and 1.3 grades above the norm for the end of the grade. The increases thus indicated were 1.0 and 0.8 grades. In terms of subject age the means stood at 14-years 10-months and 14-years 2-months at the end of the grade and the gains were 1-year 1-month, and 11-months, respectively.

The mean standing in spelling was grade 6.3 for the September testings and grade 7.3 for the May testings. The difference showed an increase of 1.0 grades or 10-months for the grade.

In language usage the mean was grade

9.0 in September which was 3.0 grades above the norm for the beginning of Grade VI. For the end of the grade in May it was 9.1, which was 2.1 grades above the norm.

For arithmetic reasoning and computation the means of the standings in September were 1.1 and 0.1 grades above the normal for the beginning of the grade. At the end of the grade in May they had advanced to grades 8.2 and 8.5 respectively. These standings were 1.2 grades and 1.5 grades above the norm, 7.0. The increases represented by the differences between the means of the September and May testings were 1.1 and 2.4 grades respectively. Expressed in subject age the mean standings in arithmetic reasoning and computation for the five-year period were, for the end of Grade VI, 14-years 1-month and 14-years 5-months. The gains for the grade were 1-year 3-months and 2-years 4-months respectively.

Conclusions.

The results of this study lend themselves to certain noteworthy conclusions. One of these is that for the purposes of measuring the progress of pupils and reclassifying them the Stanford Achievement tests with their present scaling do not meet the needs of a school having a pupil personnel such as the University Elementary School has and which employs the most approved methods of instruction through well trained, efficient teachers as this school does.

In connection with the question of methods of instruction, the fact should be kept in mind that in the University Elementary School no formal methods of instruction are employed. The so called "textbook" method is particularly discredited. As indications of the scholastic results obtained in a school organized for the purpose of informal instruction the data given above should be of added interest to the reader.

Another conclusion that may be drawn is of interest in the light of a certain criticism that is often directed at the laboratory schools of teacher training institutions. It is the opinion of some people that the instruction given pupils in the

laboratory schools of teacher training institutions is not as good as that offered in schools where student teachers do not have charge of or do not participate in the teaching. During the course of the five-year period the group included in this study came in contact with at least one hundred student teachers. The data given in this report would certainly not lead one to believe that the instruction given in this school had been inferior to that given in the average school outside teacher training institutions when one considers the fact that the Stanford Achievement Tests represent a cross section of the pupil achievement throughout the country. As a matter of fact there are many advantages accruing to pupils coming in contact with many young people possessed of enthusiasm for their work and having a wholesome desire to do well. Especially can this be said to be true when such people are working under the direction of expert teaching supervisors who are responsible for the results obtained. Among the advantages to the pupils is the broad social experience of meeting and working with many persons of high type which helps in the development of their personalities. Another advantage is the assurance that the pupils will be taught in the most approved ways, for a laboratory school such as the University Elementary School must represent the best that is known regarding methods, and the most suitable subject matter for children.

A practical application may be made of such a study as this which is probably the most valuable part of it. If the personnel of the pupil public in the school community is rather constant and the instruction offered is of a high standard or at least of a rather constant quality from year to year the procedure employed herein may be used in arriving at local grade norms with which the achievement of the pupils may be compared. The local norms could then be employed in measuring the progress of the pupils in the school and in making reclassifications from time to time. In fact the use of scores taken over a period of years is in some ways of more value in developing local norms than those collected from a large number of pupils for a period of one year. Such things as changes in staff personnel as well as the effects of minor changes in instructional procedures and in the courses of study are some of the influencing factors offset by this method.

Pan American Day.

Committee of Modern Language Association Suggest Observation of Pan American Day and Submit Possible Programs Therefor.

INTERNATIONAL GOOD will be the desire of all fair minded people of to day and in order to promote this it is necessary to be interested in, and understand better, our foreign neighbors and friends.

The study of the customs, language, and literature is one of the first and most important steps towards this good will feeling.

As the Spanish people are our nearest neighbors and as Spanish is the language spoken by people of our possessions the children of the United States should know that Mexico and South America have heroes as great as ours, men who were willing, as Washington and Lincoln, to fight for and give their lives for the best interests of their country; that their literature is as fine as ours, at times even more interesting and colorful; that their picturesque, legends and customs, while en-

tertaining us, help us to understand their character.

We hope that every school in Missouri will want to celebrate Pan American day, April 14, and we are suggesting some programs which we hope will be helpful.

Marian C. Comfort,

Vice-President Spanish Section
Modern Language Association
of Missouri.

Elizabeth Callaway,

Mo. State Teacher's College
Warrensburg.

Irene Kirk,

Carthage High School, Carthage.

Samuel N. Baker,

The Principia, St. Louis.

Stephen L. Pitcher,

Language Supervisor, St. Louis
High School.

SUGGESTIONS FOR A SCHOOL PROGRAM FOR PAN AMERICAN DAY, APRIL 14, 1932.

(1) Reading of President Hoover's address to the Pan American Union, April 14, 1931 (or extracts therefrom) as printed in *Hispania*, May, 1931 (published by Stanford University, Calif.).

(2) Short account in English of the history of one of the South American liberators, San Martin or Bolivar.

(3) Reading in English, then in Spanish of some South American poem. (English translations can be found in an anthology of South American poetry and edited by Alice Stone Blackwell.)

(4) Some Spanish or Mexican song to be sung to guitar accompaniment with some kind of simple Mexican costume (sombbrero or sash), suggesting our neighbors to the south.

(5) Singing of America would serve to impress, perhaps the fact that America could be a hemisphere and continent as well as a country.

It would be appropriate to have as decorations on the platform the flags of some of our sister republics. If not readily procurable some of the art students could color on cloth or paper in pastels or paint facsimile flags of one or two South American countries from models to be found in the dictionary and thus stimulate an interest.

II

For students of Spanish one of the following plays would give picturesque and instructive entertainment.

"La Leyenda del Popocatepetl y del Ixtaccihuatl".

A legend of the two snow covered mountains in Mexico, given with Indian costumes and chants.

"Centro America"

Each pupil who takes part represents a country of Central America, and carries a flag of that country. The plays are from "Comedias Placenteras" by Marian C. Comfort and Anna Mary Blake.

A pupil carrying a flag of some South American country could tell something about that country. Then a chorus could sing the National Anthem.

Pageants and information on Bolivar, Washington—and also other interesting things—may be obtained from the Pan American Union.

III

PROGRAMS FOR GRADE AND RURAL SCHOOLS

1. Mexico
 - Estrellita (song)
 - Legend of the origin of the coat of arms of Mexico
 - Poems: April in the Huasteca
 - Ascension
 - Revenge
2. Brazil
 - Brazil, its location on the map, size, products, etc.
 - Poems: The Alligator's Dream
 - The Boa Constrictor's Dream
3. Argentina
 - Information on Argentina given by a pupil or the story of the ombú and Santos Vega given by the teacher.
 - Poem: Piety of the Cypress.
4. Chile
 - Magellan's great voyage around the world and the location of the straits named for him, given by a pupil.
 - Poems: The Straits of Magellan
 - The Children Dance (a part only)
5. Peru
 - The discovery of quinine, or the origin of the potato
 - Poem: The Volcanos
6. A song from Lummi's Spanish Songs of Old California.

Where Material May Be Found

Estrellita (Mexican folk song) by Ponce. With words in English and Spanish, in high or low voice. Little Star (Estrellita) and Ask of the Stars (Pregúntale a las estrellas), Oliver Ditson Company, Boston, Mass.

Spanish Songs of Old California, Charles Lummi, 200 West Avenue 43, Los Angeles, California. Published by G. Schirmer, N. Y. Modern American Poetry, by Louis Untermeyer; publishers, Harcourt Brace and Howe. April in the Huasteca, by Grace Hazard Conkling, p. 97.

Some Spanish American Poets, translated by Alice Stone Blackwell; D. Appleton & Company, N. Y. Ascension, by Luis G. Urbina, p. 70; Revenge, by Amado Nervo, p. 64; The Alligator's Dream, p. 212; The Boa Constrictor's Dream, p. 212; The Straits of Magellan, p. 218; (These last by José Santos Chocano)—The Children Dance, by Gabriela Mistral; The Piety of the Cypress, by Alfonsina Storni, p. 390.

The ombú and Santos Vega material may be found beginning on page 338. The ombú is a tree characteristic of the plains of Argentina. Santos Vega is a legendary gaucho (cowboy) singer. The last poem, The Death of the Singer, is symbolic of the change in Argentina from a pastoral country of vast, semi-inhabited plains to a modern nation with tilled farms and great cities.

ORIGIN OF THE MEXICAN COAT OF ARMS

According to the old legends of Mexico the Aztecs were, in the remote past, long before the discovery of America, a wandering tribe of Indians who lived a miserable existence, constantly moving from place to place, never finding a home, warred upon and driven away by hostile tribes into whose territory they chanced to go. In the midst of their sufferings the Aztecs hoped that they might some day come to a permanent abiding place. Their gods had prophesied that where they should find an eagle alighted on a castus plant and holding a serpent in his claws, there they would be permitted to rest and to build a city.

Finally the Aztecs entered the Valley of Mexico, which is very beautiful and surrounded by lofty, snow-capped mountains. In the Valley was a marshy lake, called Lake Texcoco. One day when two of the Aztecs were out in a canoe on the lake they looked up and suddenly beheld a small island, and on the island was growing a cactus plant on which an eagle perched, eating a serpent which he held in his claws. The astonished Indians hastened back to tell their fellow tribesmen what they had seen.

Thus it happened that the Aztecs built their town, Tenochtitlán, on the shore and islands of Lake Texcoco. Tenochtitlán became the center of a great Aztec empire, and when the Spaniards came to Mexico they found it to be a great and magnificent capital of temples and palaces.

The picture of the eagle and the cactus plant was used by the Aztecs as a hieroglyph to represent the name, Tenochtitlán. The Mexican Republic has placed the ancient picture-word in the center of its flag, as a symbol of the history of the country. Tenochtitlán is now called Mexico City.

Among Victor records which might be useful are: La Paloma and La Golondrina, sung by Gogorza; Ay, ay, ay, sung by Fleta; Yo ya sabia, sung by Sofia del Campo; Estrellita, sung by Nina Koshetz, or played by Heifetz.

These programs are intended for grade and rural schools, primarily. It would be best to choose one or two countries and to present the material on them.

IV

PAN AMERICAN DAY

It is suggested that schools arrange for some appropriate form of recognition of Pan American Day by organizing a special program suitable to the occasion. In those schools in which Spanish is taught members of the Spanish Department will undoubtedly consider it a privilege to lead in the observation of this important event.

In general, some or all of the following items may well be included in the Pan American Day program:

1. The purpose of Pan American Day

- (A brief exposition of the spirit and sentiments underlying the establishment of Pan American Day)
2. President Hoover's Proclamation of Pan American Day
(The reading of the President's proclamation establishing Pan American Day, indicative of the high importance attached to this occasion, may well serve as a minimum recognition of this day in schools where a longer program cannot be readily provided)
 3. The Program in Washington, D. C.
(Wherever it is possible, the Washington program broadcast over a nation-wide hookup may well be made part of the local program. If this can be done, it is likely

- that this program will in itself suffice as a local observation of Pan American Day)
4. Discussion of some aspect or aspects of Spanish America
(Interest will be added to the occasion if such talks can be given by natives of the countries concerned and if they can be illustrated by slides or films)
 5. Discussion of the significance of the study of Spanish in connection with inter-American relations
(Excerpts from the published statements of President Hoover, Chief Justice Hughes, members of the Committee on Inter-American Relations and other prominent Americans may well serve as the basis of a talk of this sort)

Mental Hygiene In The Classroom

The Department of Child Guidance, Board of Education, Newark, New Jersey

WHEN HOME MEETS SCHOOL¹

The teacher with a class of from forty-five to fifty who hopes to individualize her pupils sufficiently to understand the problems of the ones who are "different" may find that contact with "somebody from home" furnishes a means of learning what is going on outside of school hours. It tells her what people make up his intimate environment and may tell her their feelings about him and his feelings about them. These subtle differences in attitude, background, interests and mental and emotional make-up are important factors that differentiate the child from his fellows; a knowledge of the home background helps the teacher understand the child's behavior and enables her to deal more effectively with him.

How can home and school best cooperate?

—In sending a note to the child's home, it is desirable for the teacher to express her interest in the child. The note which expresses the teacher's interest in the child

- gives the parent the assurance that she is turning to them in a friendly attitude for their assistance in helping the child to make a desirable adjustment to school;
- relieves the parent's antagonism so that he is able to accept the teacher's suggestions for correcting whatever is standing in the way of the child's success.

A note merely of complaint may cause

- the parent who is indifferent to his child to disregard the note;
- the parent who is severe with his child to punish him excessively;
- the parent who always takes his child's part to feel antagonistic toward the school and to communicate this feeling to the child with the result that misbehavior increases.

A note of explanation will forestall difficulties that may be caused by a peremptory demand for the parent's appearance at the school.

The note of explanation

- encourages the parent to suggest a more convenient time for the interview if necessary;
- induces in him a workable frame of mind.

The peremptory demand may

- work real hardship in the family if the call is made at the expense of a day's wages;
- bring parents to school feeling that both they and the child are going to be scolded, placing them so much on the defensive that their cooperation cannot be secured.

Whatever the parent's manner, he should be received sympathetically and courteously. Arousing or increasing

¹Published in pamphlet form by The National Committee for Mental Hygiene, 450 Seventh Avenue, New York City. Price, 15c per copy.

the antagonism of a parent does not relieve the teacher of her problem.

A sympathetic attitude

- may cause the parent to feel that the teacher respects his judgment and place him sufficiently at ease, that he is willing to plan with the teacher for the solution of the child's problem;
- may give the teacher opportunity to convince the parent of his child's likeable qualities and possibilities, and thereby dispose him and the child to accept whatever limitations exist;
- may permit the teacher to reassure the parent regarding his ability to handle the situation.

The chip-on-the-shoulder attitude of the parent may be caused by

- the parent's feeling of inferiority in the school setting which he is trying to cover up by a superior manner;
- his inability to admit the problem because of all too keen awareness of the child's intellectual inferiority;
- his feeling of discouragement, confusion and inadequacy which causes him to take a disagreeable attitude toward his failure to "bring up his child."

It is preferable to talk with the parent and the child separately rather than to discuss the problem with one in the presence of the other.

By separate conferences the teacher has an opportunity to

- build up a sense of responsibility in the child for his own behavior by convincing him that she likes him and believes in him;
- avoid the possibility of jeopardizing the necessary respect of the child for his parent;
- discover that the parent's antagonism toward the child is the main cause of the child's whole problem and that complaints against the child may only aggravate the situation;
- help the parent to take pride in his child by emphasizing his likeable characteristics.

Discussion in the presence of the child may involve

- condemning the child before the parent, and therefore humiliating him or else giving him the satisfaction of seeing his parent made uncomfortable;
- criticizing and advising the parent before the child, and thus undermining the child's respect for the parent and authority in general, including the school;
- putting the parent in the position of admitting before the child that he is helpless to handle him, and so giving the child the feeling that neither the school nor the parent can control him;
- forcing the parent to take the part of the school against the child and so weakening the child's respect for the school;
- relieving the child of responsibility for his conduct by placing it on the parent.

Sending home conduct reports by brothers, sisters or other pupils is less desirable than handling the problem directly with the child.

Handling the problem directly with the child

- places the responsibility where it belongs;
- offers an opportunity for appealing to the child's selfrespect.

Reports sent by members of the family or others may

- increase the antagonism already existing between brothers and sisters;
- threaten the child's status in the family by putting him in a less favorable position than the messenger, and so undermine his selfrespect;
- make for an officiousness and self-righteousness in the report bearer.

No matter what the reason for the home-school contact, the ideal result is an increased sense of responsibility in the child, and a better understanding of each other on the part of the parent, child and school.



The Law Of Learning In Teaching Reading.

EUNICE A. GRUBER

First Grade Teacher, Canton, Ohio

THE ART OF READING has gone thru a slow evolution from the early civilization of mankind to the present. Gesture language and oral speech followed by drawing pictures in sand, on trees, rock, and bits of horn were the beginnings of communication by primitive man. Finally an alphabet evolved, which went thru various stages—the Egyptian, Phoenician, Greek, and Roman.

Reading as a branch of study did not exist until the Reformation at which time learning to read became necessary in order to read the Bible. Until early Colonial days in this country, the primers included extracts from the Bible, altho gradually a few attempts were made to bring in instruction in geography, politics, and history the latter part of the eighteenth century. The object was usually to teach religion and morals. The nineteenth century saw much improvement but even in the twentieth century, schools were content to teach the letters of the alphabet and spelling before reading and then paid little attention to the content of readers from a child's point of view.

It has remained for the psychologist to give the basis for our subject-matter and methods. There are certain laws by which children acquire knowledge and skill. A practical study of these and their application will help the teacher in his methods of instruction and will help the pupil save time and energy. The idea of transfer of training must be abandoned also if school work is to function in the lives of pupils. Both subject-matter and methods must in themselves be worth while. Altho the primary grades of today are concerned largely with acquiring the tools of knowledge, with reading taking most of the time, it must take into account subject-matter and method.

The subject-matter must meet the needs of the child. Here the *law of readiness* should be applied. One cannot expect the child from a non-English speaking, pover-

ty stricken home where nursery books are neither had nor read to respond to Mother Goose rhymes or folk tales the first few weeks of school. Likewise the child from a home which provides an enriched environment and who has already learned to read should not be expected to be bored for weeks with reading dull, disconnected, meaningless sentences which appear on many of our schoolroom charts in preference to children's classics. Furthermore, the former child must be given a chance to receive a cultural background but it must come gradually using his meager vocabulary as a start. In choice of stories for basis of reading, one should consider the child's present and future needs, his interests and previous training.

Psychologists disagree in regard to the origin of certain urges or impulses in children. The fact remains that they are there, whether inborn or acquired, and the alert teacher takes them into consideration for the child's interests hinge largely upon them.

In choice of subject-matter the teacher should be mindful of these points. (1) The young child is active, enjoying play for its own sake, hence reading material should be arranged so he can use it in play, as silent reading directions to run, jump, and the like. (2) A child usually enjoys anything rhythmic, therefore verses, music, and games involving rhythm should be used. (3) He is fond of animals and outdoor life, so excursions should form the basis of some lessons and further stories of nature be built on them. (4) Collecting is another interest which can be utilized, as a collection of pictures cut from magazines, the pictures representing sounds which are being taught. (5) Bright colors attract a child and much can be done to interest him by using a reader in which the stories are illustrated with bright, colorful pictures as well as crayons for his own illustrations. (6) It is easier to build a reading vocabulary by associating printed

or written words with those already in the child's vocabulary, hence one should start with lessons about home life and immediate surroundings making *comprehension* sure thru *concreteness*. (7) One must not forget that this is a period in which the pupil is highly *imaginative*. As soon as he has acquired a reading vocabulary stories of an imaginative nature can be used.

In choice of methods, again the psychologist should be the guide. *The law of satisfaction* as well as certain impulses give a basis for methods involving activities and games. *The law of exercise* gives a basis for drill work and constant review.

In activities related to reading lessons the child actually wishes to read so he can work out the story. In one of our modern primers he reads about "The Three Bears," then reads directions how to make the tables, chairs, bowls. Dramatization brings the same results but gives the additional opportunity for self-expression, imagination, and imitation. It is a motive for study once the child has reached the place where he can read simple stories. He studies so he can play it for the rest of the class. Imitation is a valuable factor in the primary period, pupils responding, either consciously or unconsciously to suggestions of those higher in prestige. Hence the teacher in his work and those chosen as model pupils to dramatize or read, must have high standards in voice modulation, articulation, pronunciation, and general reading mannerisms. The teaching of phonics, words or phrases by means of games in which there is group competition brings out the desire to secure approval of a group. The child gains much by that type of teaching.

Drill has an important part in beginning reading. It is necessary on specific phases of reading in order that pupils have the tools for more difficult work. At one time perhaps *much* drill will be spent on single consonants in connection with teaching words beginning with given ones, as *find*, *fun*, *father*. Then less and less drill will be given at wider and wider intervals until very little will be necessary. These drills must be motivated, given at frequent intervals and only in short periods. Other phases needing drill will probably be new words of a story, new phases in a story, words beginning with certain consonant blends, endings as *s*, *ing*, *er*, *ed*, and correct pronunciations as *get* instead of *git* and *fish* instead of *fesh*. Only drill on what pupils actually need is necessary.

Psychologists point to other factors which contribute to improvement in reading. Among them are (1) overcoming physical conditions such as mal-nutrition, defective vision, and general inefficiency due to environment; (2) classification of pupils according to mental ability to help in wise choice of subject-matter; (3) mechanical makeup of materials, size of print, kind of paper, length of phrases and sentences, placement on page and arrangement so there is sequence of thought; (4) the gradual increase of difficulty in vocabulary and vocabulary which by research has been found to be most widely used; (5) the use of much silent reading and elimination of lip movement by end of first year; (6) the use of tests to check causes of errors and rate of progress. We are beginning to consider these points more seriously now than formerly and marked improvement in the future will depend largely upon how we apply them.

We Need Heroes

"WHEN I ASK intending teachers what they do if crooks are nominated for office in their home town I am told that they do nothing. Why not? They were made public servants to secure good government. They say they'd be fired if they did. Until we get a few more people willing to run the

risks that make heroes, why teach the children the lives of only dead ones? With all the ridicule heaped on teachers for talkativeness, foolish investments, and other things, let us not, in God's name, have the added slur that we are cowards'.

—William McAndrew.

A Report Of Transportation In The Ava High School

1931-32

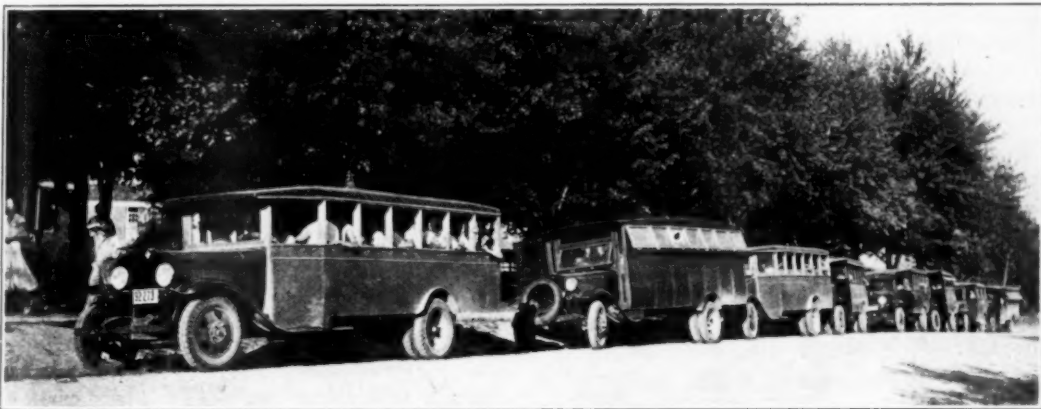
A STUDY OF transportation as it exists in the Ava High School reveals not only the feasibility of larger units in education but also the desirability of transportation from the standpoint of attendance.

The operation of buses from the Ava school has begun in September, 1931. Ava having the only first class school in Douglas County, and located somewhat centrally, is attempting to furnish high school facilities for practically the whole county. Highways 5 and 14 running north-south and east-west respectively, make it possible to serve a large part of the county through the operation of eight school buses. The buses serve 56 rural districts. A proposed farm to market road, will open up additional territory for Ava to serve and will

make the demand for transportation of High School Students even greater than at present.

The length of the bus routes ranges from 11.4 miles (one way) to 31.5 miles (one way), the average length being 19.5 miles. The average monthly salary of bus drivers is \$109.12.

The number of students being served by the buses is 230; the average cost of transportation per pupil per month is \$3.705. The average daily attendance for the first semester (1931-32) was 224.26 or 97.5%. This is a very high percentage of attendance which merely shows that transportation on a comfortable and safe bus encourages regular attendance. (See table 1 below).



This is the way they go to school at Ava, where 440 high school pupils are taught by 15 teachers, each teaching his or her college major subject.

TABLE I
Showing facts and figures about transportation of High School Students of Ava High School—1931-1932.

Bus No.	Salary of Driver	Length of Route one way	No. of children	Total days Absent 1st Sem.	Average Daily Att. 1st Sem.	No. Districts Served	Average Distance from bus	Average Distance from Ava	Average Cost Pupil per Month
1	\$89	11.4 M	32	79	31.1	7	1.5	8.5	2.78
2	94	15	28	38	27.6	6	.57	7.3	3.35
3	100	16	22	61	21.3	7	.46	5.7	4.54
4	120	22	27	68	26.2	7	1.05	23.4	5.45
5	100	14	25	57.5	24.4	5	.88	7.6	4.00
6	100	15	22	44	21.5	5	1.4	14.	4.54
7	140	31.4	36	83.5	35.07	10	1.66	30.	3.90
8	130	31.5	38	82	37.09	9	1.25	27.4	3.42
Totals	\$873	156.3	230	513.0	224.26	56	8.77	123.9	29.98
Averages	\$109.12	19.5			97.5%	7	1.09	15.5	\$3.75

The Office Of State Superintendent Of Public Schools.

**Its contribution to Education and the Development of Its Work.
Popularizing Education.**

G. H. Jamison, State Teachers College, Kirksville, Mo.

(Continued from February Issue.)

EVERY GREAT movement today has its publicity department, its press agents, its means of letting the people know what the movement is. In the early days public school systems had no appointed publicity agent. And how it was needed! People were so busy clearing the forests, building houses, making roads, writing constitutions to cities and towns. The work of pioneering was so absorbing that they had little time for education. The first unwritten duty almost of the first superintendent was to urge people to the necessity of education. The later reports, those of recent years are full reading, for they are mainly tables of statistics. Not so the first reports. In them are eloquent pleas for the public to give attention to education. There are pages and pages of beautiful rhetoric, poetry, quotations from orators of olden days urging the cause of education. Education was urged as a necessity for the state's existence. The second Superintendent, J. L. Minor, struck a true note when he said, "It is absurd to say that public instruction is not a state policy." Some of these orations required ten pages. The early school officials had much to discourage them. By the close of the Civil War, however, people were showing more interest in education. However, at times, the people would lag in interest and then a wail would come from the office of the Superintendent. In these present days people seem at times very indifferent and it is even now necessary for the State Superintendent to show to the masses the inequalities. Superintendent Lee recently set forth the tendency of the state in its support of higher education as contrasted with its support of the penitentiary. So always our chief educational office must continue to let the masses know of the great need for educational support.

Text Books

Fully half the superintendents have emphasized methods of instruction. Akin to this is the problem of securing adequate text books. In a lengthy appeal to teachers on methods of instruction the Superintendent of Schools, Mr. Davis, in 1855 submitted a list of about sixty text books recommended by him. These were arranged by grades. He asked the teacher to use them even though it meant to "sacrifice personal predilections upon the altar of public good—and to yield to that spirit that ever animates the bosom of the Patriot and Philanthropist." The State Superintendent tried in vain to secure uniform text books. By law the townships assisted by County Superintendent were required to have uniformity. These methods had failed and in 1873 it was recommended by the State Superintendent, John Montieth, that there should be a yearly meeting of officers of school districts when "farmers were at leisure." This group was to be given authority to select a series of text books to be used in the county for a period of four years with "no change of the series" permitted. Six years later the Superintendent urged that a penalty be provided for those districts failing to comply with the law. In 1891 a law was passed requiring uniform text books "to be used in all the public schools within the state, and to reduce the price thereof." Now was the harvest time for book agents. The State Superintendent was the chief member of the text book commission. Schools refused to comply with the law. The State Superintendent was so busy with text book problems that no institutes could be visited for a year and but little other work done; even though he visited seventy-three institutes the preceding year, traveling 11,500 miles. It was a troublesome problem for many years absorbing a great amount of time

of the Superintendent's office. In 1898 a free text book law with district ownership of text books was urged. In 1904 detailed suggestions regarding the work of the permanent text book commission were given. Truly the Superintendent of Schools had his hands full. By 1913 the free text book law was operating rather smoothly.

Colored Children

With the close of the war another problem was given to the Superintendent of Schools. The act of emancipation changed the condition of the slaves. The Superintendent of 1865, Mr. M. Oliver, charged the Legislature as follows: "The dictates of reason, interest and patriotism, leaving out the higher and holier inculcations of philanthropy and Christianity, would demand that persons invested with such legal rights and vital powers as those of a citizen, should receive all the facilities and improvements which schools afford." In urging the development of a system of education for the colored child this Secretary of State and Ex-officio Superintendent of Common Schools adds, in his report to the Legislature, "May you receive the benign favor and guidance of that Supreme Being who is the friend and helper of the right." By 1872 there were 212 colored schools reported with 4358 out of a scholastic population of 37173 in attendance. Many county school officers were lukewarm in the movement toward education of colored children. However, most Superintendents saw the problem as fundamental to the state's interest. The Superintendent of Schools, Mr. Monteith, in 1872 pleads for equal advantages of the colored children "with those furnished white children." He reported an attendance of 150 in Lincoln Institute," the only institution of its kind in the country.

Compulsory Education

We may think of compulsory education as a recent move. Superintendents were giving attention to it sixty years ago, in 1872 we read a two-page report in which Superintendent Monteith feels "we should first build better and more school houses, perfect our normal schools, improve our teachers and our system of in-

struction, and deepen and widen among our people a healthy educational sentiment as the only proper basis of a system worthy a great state." The people were considering the problem and a year later (1873) the same Superintendent reported that it was being favorably discussed. He, however, felt it physically impossible at this time. By 1898 the State Superintendent of Schools Mr. Kirk, was urging the passage of laws relating to consolidation and transportation of children. He pointed out the great expense of the one-room school and advocated two, three, four and six-room buildings in centers of population and interest. Consolidation is not yet solved even though almost every Superintendent of Schools has given a large amount of attention to it. The work reported in the 80th report, that of the Survey Commission, is most hopeful.

Course of Study

"Reading, 'riting, and 'rithmetic" held monopoly in curriculum practice for a long time. What else was there to education? Nothing, in the thinking of people in the pioneer days. In 1843 a man sat in the chair of the Superintendent of Schools who had a vision. It was Mr. Monteith. His way of opening the door to a more varied program of studies is best related in the words addressed to the Legislature. Speaking of the child having only the three "R's" enforced by two "K's," "rod and ruler," he said,

"When the earth beneath his feet is uncovering her secrets, and the heavens are bowing to put into his ear great but simple wonders, and popular science is bringing its treasures,—and reducing its discoveries to the comprehension of the child, shall we fail to open his perceptions that he may see and hear and feel?" Then he pointed ahead to the day when natural sciences, physiology, and the laws of health should be taught in addition to what was being taught. The report of 1893 took thirty pages to discuss the course of study and to evaluate each great subject in it. This method of trying to show people the value of what is to be proposed continued for a number of years. Finally specific proposals were made. In 1894 an urge was made for the

teaching of the metric system and a perfect alphabet. Soon agriculture (1897) was called for. By 1898, courses of study had been put into the hands of every rural school teacher. All subjects were outlined with suggestions as to methods of teaching. Similar work was done for the high school. From this time on nearly every Superintendent of Schools was faced with the problem of curriculum revision. Notable was the work of Chas. A. Lee who enlisted leading school men from the entire state in revision of courses of study, preparation of syllabi and statement of aims. In 1907 the Superintendent of Schools was given the duty of determining what constituted a standard course of study.

Certification of Teachers

A man directing educational effort must have a wide range of interests. If he sets out to improve teaching he must be as interested in a dozen problems which are all closely related. Certification of teachers is a function of the chief educational officer. This keeps him in touch with curriculum practices of all the teacher training institutions. One means to secure better training is to control certification. This problem was not seriously studied until quite a time after the civil war. It was handled largely by the county institutes. The Superintendent of 1884 reported dissatisfaction. In 1893 an argument was advanced urging a single board for the training and licensing of teachers. By 1897 there were nineteen different kinds of certificates issued, each having a different standard. The Superintendent of Schools was permitted to issue any kind of certificate he desired. A long appeal (1897) to the legislature was made to remedy the "chaotic condition" of the certification law! The duties of the office were greatly increased in 1899 by a law which required the State Superintendent of Schools to send out all examination questions to county officials and to grade them. The Superintendent's office in 1918 issued 864 certificates of which 442 were "special," 20 "life" and 171 Junior College Certificates. In 1922 a lengthy study of certification was offered with suggestions that the new law centralize

this problem into a new department, known as the department of certification, to be directly responsible to the State Superintendent of Schools. There has been in recent years a notable tendency to raise standards.

The first mention of high schools (1874) in these reports speaks of them as "stepping stones" to higher educational privileges. In this report Mr. Monteith opposed the idea since it was "a concentration of the smallest part of the school fund, that does not benefit the whole state." He felt it would endanger the life of the state.

While the opinions of the State Superintendent do not have legal sanction, yet as early as 1874 mention is made of the vast correspondence relating to litigation, interpretation of laws. In 1872 it was estimated that his office sent out a thousand letters a year, many of which settled disputes with a far better feeling than had recourse been to law. A year later it was estimated that the correspondence relating to legal matters was greater than that for any other office in the capital.

As early as 1871 we find reports to the Legislature on the defects of the small district type of organization for school purposes. From that time on it has been a problem of deep concern to each Superintendent of Schools. He has in an endeavor to solve it urged consolidation as a better basis. Laws permitting consolidation with state aid have been passed, but the people were too slow for much progress.

Many of these Superintendents had a fundamental grasp of educational principles. Witness the plea made by Mr. Monteith in 1874 for a state tax to be levied for the support of schools in place of a local tax. What a stretch of time from 1874 to 1931 does it take to reach what we hope is a solution of this problem.

It is thought by many educators that a single board of control for all the state educational institutions is desirable. This was recommended by the Superintendent of 1874.

It has been a long fight to secure school terms of adequate length. The Superin-

tendents in the early history of the state urged upon legislators the passing of tax laws which would guarantee a longer term. Many districts maintained school just as long as the state funds lasted. Then they closed the school with a result that many terms were only three to four months in length. Another burden upon the State Superintendent has been that of lengthening the term of school. It was asked in 1879 that the legal term of four months be made six months. This problem also required many attempts before reaching the present term of eight months.

The Superintendent, by virtue of his office, must pay much attention to the school laws. When a law is passed it frequently does not work out as it was hoped it would. It becomes the work of the Superintendent to point out these defects, to urge new laws. Listen to the wail of 1881: "The present law is an ill digested fraud upon legislation, a stumbling block in the way of all offices, and an imposition upon the confidence of the people and their rights." Much time and effort of the State Superintendent of Schools has been given to this ever new problem.

The matter of legalizing English as the official language of the schools was not first met as a problem during the World War. In 1887 schools were making the study of English "secondary to the teaching of another language." One school asked permission to teach a six months' term consisting of "four months English and two months German." In some counties German was taught in half the districts. The question came up again during the World War.

The Reading Circle Movement, although not initiated by the Superintendent of Schools, has been largely sponsored by him. He participated in the first organization of it in 1885, and for a number of years devoted space in the reports to details of the organization and to the course of study. The Superintendent of Schools was often a member of the board of directors.

In a study of these reports it is found that around certain periods of time great problems are faced. The rural school problem has always been in the mind of

the chief educational officer of the state, but as a main problem it was late in appearing. By 1896 it began to loom up as a great problem. There were 9000 one-room county school houses. John R. Kirk, the Superintendent of that year referred to the bad type of organization. He said, "Clearly something needs to be done with regard to the organization of school districts." He urged an organization of "nothing less in extent than a congressional township" as the unit and he also referred to the use of county units as being highly favored. From 1896 to the present time superintendents have struggled with this problem. The matter of lack of equal opportunity among the children of the state has been put before the people almost yearly by the State Superintendent of Schools. In 1912 Mr. Evans writes to the Legislature: "The State Must Protect and Educate its Children or it Must Perish." In 1919 the Legislature was told by Sam Baker that "Rural schools constitute the most important educational problem before the American people today." Twenty-nine pages are devoted to this problem in the last report (1929-30).

In 1912 the project of Teacher Training in High Schools was first mentioned. Its history was given from other states. It was urged as a law to prepare better teachers in rural schools. Just now (1930) the abolishing of such schools is urged.

One of the most recent state-wide efforts of the State Superintendent is that of demonstration work in the schools. Since 1924, this work has been carried on quite extensively. Members of the office force of the State Superintendent do this work, supplemented by teachers from the Teachers' Colleges.

As one reads these very interesting reports, especially those of the early day, he realizes that our institutions of today are but the prophetic labors of the men of yesterday. Truly we have had prophets as our chief school officials. They pleaded, they labored, they suffered discouragements, and often, long after they have passed away, the fruits of their labors spring up, as institutions better than the old ones. How necessary it is that wisdom should hold sway when we select our leaders!

America's Appointment With Destiny

An address delivered before the M. S. T. A., Nov. 12, 1931, by Glenn Frank, President Wisconsin University. After preliminary remarks complimentary to Missouri, Professor Jno. R. Kirk, and E. A. Wiggam, President Frank proceeded with the subject-matter of his address as follows:

TONIGHT I AM to speak to you on the topic,—“America's Appointment With Destiny.” There have been years when, on occasions like this, I have wavered between alternative things that seemed equally worth saying. Tonight I have no choice. The times dictate my theme. We meet at a time when the United States is in the grip of an economic depression, political distraction, and social dishevelment at once profound and paralyzing. We know no malign plague has been sent by the gods to work this triple disruption of our national life. We shall find the cause, I think, in ourselves. We have failed our leaders, our leaders have failed us, or both have blundered in the enterprise of social management. If education is to justify itself as a function of state, it must give us discipline alike in the art of leadership and in the art of followership, for upon those twin arts the American future depends. I want, therefore, in the light of the current national situation to examine with you the existing status of both the leaders and the led in contemporary affairs, and if you will not think it too much out of character on the part of the president of one of the “godless” state universities, I should like to give you two texts that speak pointedly of leadership and followership, one from the Old Testament and one from the New.

The first is from the Old Testament, sixteenth verse, ninth chapter of Isaiah, which says:

“For the leaders of this people cause them to err; and they that are led of them are destroyed.”

The second is from the New Testament, the fourteenth verse, fifteenth chapter of Matthew, which says:

“Let them alone: they be blind leaders of the blind. And if the blind lead the blind, both shall fall into the ditch.”

Because of the peculiar posture of American affairs just now, it seems to me that the two fields in which we are likely to suffer most, secure most, and, it may be, serve most, as a result of the way the arts of leadership and followership are practiced, are Business and Politics. I want, therefore, to divide this address tonight into three major divisions. I want, first, to make certain comments on the status of leadership and followership in general; I want, second, to speak briefly of the problem that the current situation puts to the leaders and the led in American business; and I want, third, to speak of the problem that the current situation puts to the leaders and the led in American politics.

First, then, let me speak of the question of the status of leadership and followership in general.

In the years immediately following the war, the western nations displayed a disunity and headlessness, a cynical distrust of the possibility of planned progress, and wide-spread social irresponsibility that led many competent observers to doubt that the post-war West would either rise up or respond to far sighted and fearless leadership, either in matters political or in matters economic. In the United States this general sickness of the Western spirit was, for a time, offset by the false tonic of an almost fanatic economic optimism.

For the better part of the decade that ended with the Black October of 1929, we Americans drank the heady wine of high and easy profits. We went in for planless expansion and paranoiac speculation. We babbled lyrically about a new era in which, so the man on the street was led to believe, depression was impossible and prosperity inevitable. We now know, of course, looking back on it, that that new era was too old in character to be called new, and too short in duration to be called an era. In those ten years we romanticized our economics. But, as always, reality took its revenge on the romancers. The chill, the shadow, the arrest of a disastrous market debacle fell upon us and we entered a phase of economic depression that expressed and still expresses itself in a marked retardation of business and industrial enterprise, a wide-spread disturbance of mass confidence in current leadership, and a vast social unsettlement in which hungry men look on while food surpluses burst the walls of warehouses.

This depression through which we have been passing is unique in that it has been caused not by our failure to master want, but by our failure in managing plenty. We have plenty of money; we have plenty of food; we have plenty of clothing; we have plenty of shoes; and yet we know that we are entering a winter in which men will go hungry, ragged, shoeless and shivering unless we raise special funds to prevent it.

We are, as I have said on several occasions recently, a nation of Midases. We turn to gold everything we touch and then starve in the presence of its glitter. We know how to make things. We do not know how to manage a civilization—yet. We search eagerly for some shortage to explain the depression through which we have been passing, but there is no shortage of any of the obvious things men need. If the books were closed now, we should have to go down in history described as a people strangled by its own success.

If we are really in earnest about finding the cause of this depression, I think we must look elsewhere than in the reports of certified accountants. For there is a shortage that does not appear on the conventional audits of our industries. The famine from which we are suffering is a famine of leadership. A strange palsy seems to have fallen upon leadership pretty generally throughout the western world and the western peoples, in consequence, are wandering aimlessly like sheep without a shepherd.

In the decade before the market crash, we Americans in particular were victimized by leaders who failed to lead. I say this because to me it is incredible that the directing intelligence of the political and economic life of the United States did not sense in advance the onset of the forces of economic disruption. And yet only an occasional unheeded voice was raised in warning. The political and economic leadership of the nation, by and large, was speaking with unrestrained optimism within forty-eight hours of the market crash, which suddenly, as a flash of lightning illumines the landscape, revealed to the rank and file of Americans, the essential instability of the economic situation into which an inadequate leadership had allowed us to drift, if, indeed, it did not lead us into it.

We have muddled through before. We shall not muddle through this time. I do not mean that we shall not see an upturn of the economic curve. It is obvious that when obsolescence of building and machinery reaches a certain point, when inventories reach a certain stage of depletion, when misfortune strikes South American crops, when a few incidental and unexpected things happen we will get an upturn in the economic curve, however transitory and insecure the recovery may prove. We may have our temporary upturn of the economic curve but we shall not really meet and master the forces that have produced the current depression by the old muddling, because the processes and relationships of business and government have become too technical, too sensitive, too interdependent, too complicated for management by muddlers. The simple society of our fathers could survive a temporizing or mediocre leadership. This complicated society of ours cannot for long survive without superb and intelligent leadership.

We shall hear much about paramount issues in the year that is ahead, but alike in business and in politics there is but one paramount issue and that is the finding and following of leaders blessed with unprecedented clarity of insight and unbreakable courage of action. And events will not wait long for the rise of such leadership. I think I speak advisedly when I emphasize the following as well as the finding of leadership adequate to resolve the dilemmas that are today distracting American business and American politics, because we are suffering from a lack of followership no less than from a lack of leadership. I am not at all sure that as a people

we are yet equal to the challenge of a really great leadership either in American business or in American politics. We resent the man who demands that we surrender the shibboleths we have substituted for thought. We cling with a desperate devotion to obsolete political loyalties and to traditional economic dogmas. We do not know how to discuss a depression or conduct a campaign save by the magic of dead words. But sooner or later fast moving events will compel us to see that even the greatest leadership, if we were lucky enough to find it, would be powerless unless we as a people should prove big enough to follow it.

There is no need of fooling ourselves. It isn't campaign year yet, so we can afford to be honest with ourselves tonight. We Americans are prone to spend half of our time crying for great leadership, and the other half crucifying great leaders when we are lucky enough to find them. There is, I repeat, a lack of followers in America that is quite as serious as the lack of leadership that landed us in the current economic depression.

Let me speak briefly of this lack of followership, first, in American politics. In American politics this lack of followership expresses itself in the increasing tendency of the voting millions to select leaders who will follow them instead of leaders who will lead them; leaders who will always think like them instead of leaders who might, in a pinch, think for them on issues concerning which the masses could not possibly have adequate information. Now whenever democracy makes, as American democracy increasingly tends to make, subserviency of spirit a bigger political asset than superiority of mind, leadership lurks in the wings and never reaches the center of the stage, except in those rare moments when God lends one of his prophets to politics to dominate a party by sheer force of mind and personality, or in such obvious and overpowering crises, as war, when men temporarily adjourn the motives of feeling and methods of thinking that normally move them.

In American Business this lack of followership is revealed in the wide divergence between the economic outlook of really big business Men and the economic outlook of the vast majority of small business men in America. I hope you noticed the delicacy of accent I used. I said the difference in the economic outlook of the BIG business men. I did not say BIG BUSINESS men, because you can be a BIG business man without being BIG BUSINESS men, and you can be BIG BUSINESS men without being BIG business men. I repeat, the lack of followership in American business is revealed in the wide divergence between the economic outlook of the really BIG business men and the vast majority of small business men throughout America. Let me put it concretely: I think I could select a dozen American business men who, acting as an economic directorate of economic America, could, if the American business world would really follow them, draft a chart of

policy and procedure that would rectify and regularize American economic life with decent promptness and, save for certain forces which are obviously international and not amenable to the control of any one group of nationals, set the feet of the nation once more upon the road to a widely distributed and stabilized prosperity. But if these dozen business men I have in mind—and they are men whose personal achievements are known from coast to coast—should say publicly what I have heard them say privately about the direction in which American economic policies must inevitably move if the American industrial system is to endure, I know and they know that they would be set down within twenty-four hours by the majority of American business men as dangerous radicals. The result is they keep still. No one knows how much of really great, transcendent, constructive economic leadership is today being held in leash because it is convinced it couldn't swing the majority of American business men with it.

Sooner or later, in the life of every people, a time comes when the future of its social order hinges upon the mood and major decisions of some group or groups whose hands happen to be at the moment on the levers of power. At one time it is the kings, at another the nobles, at another the clergy, at still another the theretofore disinherited masses. At almost every historic turn in the road some significant leadership has had an appointment with destiny and life has been made or marred for the inarticulate millions by the way this leadership has met or missed its appointment. Today the business leadership and the political leadership of the United States have a joint appointment with destiny, and it is an appointment that must be jointly met, because we cannot afford the dangerous luxury of a political leadership pulling in one direction and an economic leadership pulling in another direction, for unless the political order and the economic order are animated by a common purpose, the social order will be disheveled and insecure and the people readily seduced by the improvised appeals of an irresponsible leadership. Happily, I think, events are conspiring to make possible a unity of purpose between the political and economic leaderships of American life, for it becomes increasingly evident that socially sound politics and economically sound business alike depend upon the stabilization of prosperity and the guaranty of security, leisure, and self-respect for the toiling millions.

I should like to speak with the utmost brevity now of the major problem that the current depression puts to business leadership. It is not a simple sickness that has fallen upon us and it is not a sickness that will yield to any simple and single remedy. A lush variety of causes lies at the root of our economic situation—political unrest the world around, mounting armaments, speculative mania, abortive governmental attempts to stabilize certain commodity prices, the fall in the price of silver, unwise industrial expansions over-

reaching immediately feasible markets, and so on to the end of a list I need not rehearse. Even a superficial diagnosis of the current depression compels us to consider not only the obvious issues of wages, hours, prices, technology, and management, but the deeper issues of security, leisure, and self-respect for the toiling millions, as well as the broader issue of foreign trade, tariffs, the management of the world-supply of natural resources, the direct impact of war debt payments on Europe and their indirect impact upon the United States, the economic implications of the undue amount of the world's gold supply that has gravitated into French and American hands, and the competition that an energetically planned communism in Russia might ultimately give to an essentially planless capitalism in America.

To all these issues and more we must bring a far-sighted and fearless statesmanship before we can expect the Banquo's Ghost of depression to absent itself permanently from our economic table or even to schedule its visits at more decently long intervals. I cannot tonight so much as undertake to define this medley of issues that confront us as a people and I list them tonight only by way of self-protection so that in the face of the thing I want now to say you will not accuse me, as the National City Bank Bulletin did some weeks ago, of having joined our oversimplifiers, who offer this or that "pink pill for pale business," guaranteed to cure all our economic ills in thirty days or money refunded.

Now let me speak, with the utmost directness and brevity of what seems to me to be the appointment that American business leadership has with Destiny.

Unless I am far afield in analysis Western Capitalism is today definitely on trial. It is challenged from the outside by Communism and threatened from the inside with collapse. What is this Capitalism to which we give our allegiance? Well, Capitalism set itself up in the West as a system that promised to provide, without preaching from the Church or paternalism from the State, the livelihood of the people. Of course, it did not promise to make this service to the masses its primary aim. It unblushingly confessed that private profit was its major incentive and it took but little pains to conceal the spirit of the buccaneers, broadened of many of its early conquests. It contended only that the masses could best secure their bread and circuses as by-products of enlightened self-interest of the owners and operators of the instruments of production. In other words, Capitalism, at the outset, staked its future upon its ability to give the masses of mankind a better living than they could secure under any other system. Now its early promoters may not have been consciously aware of this gamble that Capitalism was taking, but this was the gamble it took nevertheless. And today events are forcing a showdown of the cards.

Now despite the criticisms that have been leveled against it by the radical theorists and social competition, the capitalistic industry of the Western world, during the one hundred years that ended about the middle of the Nineteenth Century, produced an amazing advance in all the material aspects of Western civilization. But, roughly reckoned, from about the middle of the Nineteenth Century, capitalistic industry has been increasingly harassed by social problems that today begin to threaten its stability. It has known interludes of exceptional prosperity that have made it forget for a time these stubborn social issues that confronted it. For instance, the seven fat years that lately lifted American business to unprecedented levels certainly postponed for most Americans any realistic assessment of the basic health of their economic order and outlook. But that bright boom ended in the blackest depression that Western Capitalism has yet known and today the anxious friends of Capitalism wonder whether its initial success is to be followed by inevitable self-defeat, while here and there among many of its ablest administrators this puzzled wonder is giving way to gravest skepticism.

For instance, Montague Norman, Governor of the Bank of England, during last summer, as he watched Western finance and Western industry flounder towards crisis, wrote to Clement Moret, Governor of the Bank of France, a letter in which, as the Governor of the Bank of England, he said this: "Unless drastic measures are taken to save it, the capitalist system throughout the civilized world will be wrecked within a year. I should like this prediction to be filed for future reference."

I am glad to be able to quote this rather reckless and ill-advised statement from the Governor of the Bank of England, because bankers are in the habit of feeling that about the only people that make really reckless statements are college and university presidents. So I am glad to get back at the bankers for once.

Personally, I do not believe that the capitalistic system of the West is in any danger of collapsing within a year from last summer, but it isn't necessary to argue the literal accuracy of Montague Norman's forecast in order to realize that that sort of skepticism at the very center of Western Capitalism is symptomatic of a seriousness not necessarily indicated by similar statements inspired in other years by the wishful thinking of wild-minded agitators on soap boxes.

The capitalistic industrialism of the West, as I have said, is today challenged from the outside by Communism and threatened from the inside with collapse, and it is the threat from the inside that is making the challenge from the outside real, because, in my judgment, a vast social and economic organization like Capitalism, to which for a century and a half we have been committed, cannot be seriously challenged by an alternative econ-

omy unless the alternative economy, however unsound it may be in its totality and however unworkable it may prove in the end, has in it some valid and vital element that the system under fire does not have. Tonight I am not concerned to pass judgment upon the soundness or unsoundness of the detailed working program, to which, as in Russia, Communism has reduced its philosophy. Tonight I am concerned only to call attention to one fundamental difference in the underlying philosophies or theories of Communism and Capitalism, because it is that difference in theory, not difference in workability but difference in theory, around which centers the valid and vital element which, present in Communistic philosophy and absent in Capitalistic philosophy, is the core of the Communistic challenge to Capital today.

What is this vital difference? Whatever may prove to be the outcome of Communism in practice (and I am completely convinced of the ultimate unworkability of Communism), whatever may prove to be the outcome of Communism in practice, in its philosophy, in its theory, in the thing it says to people in its propaganda, Communism makes the welfare of the masses its primary aim instead of leaving the welfare of the masses to come as an incidental by-product of the pursuit of private interests. Communism is mass-conscious. Now, of course, the Communist goes on to contend the Capitalism is, on the contrary, money-conscious and inherently insensitive to the human requirements of the masses. We know, of course, that this stump-speech sharpness of distinction that the Communist makes is not accurate. The masters of Western industry are not money-mad monsters, animated solely by an every-man-for-himself-and-the-devil-take-the-hindmost philosophy. Private profit simply is not the major incentive that holds the majority of the great industrial captains at their posts. I number among my personal friends a score of industrial captains who have long since passed the point of interest in the income they personally derive from their captaincies. I know a score of outstanding captains of American industry who are as deeply interested as a Lenin, or a Stalin in the part they and their industries may play in lifting the labor and leisure of the toiling millions to new levels of social satisfaction.

But two swallows do not make a summer. The basic assumptions of a system are more powerful than the mood of a few of its servants and I think we have to admit that, despite the trend toward a socialized mind among the abler captains of American industry, capitalistic industrialism is still functioning under the mandate of the philosophy elaborated by Adam Smith and his colleagues in political and economic interpretation, who, you will remember, took the militant French doctrine of natural rights, tamed it, modulated it, made it congenial to a commercial civilization and carried to positive acceptance in Eighteenth Century England the theory that the free pursuit of private ends is the royal road to the

public good. Western Capitalism has been following that notion ever since and, in consequence, has developed around the doctrine of private rights of industrialists instead of around the doctrine of the public function of industrialism. Industry has a social function that quite transcends the special interests of the industrialists at its helm. It is, first, the function of industry to feed, clothe, and shelter mankind. Once these common necessities are provided, it is the further function of industry to make materially feasible the conquest of leisure and loveliness in the life of the masses.

During the last two decades in particular, Western Capitalism, without in any sense giving up its doctrine of private rights, has increasingly acknowledged the fact that industry has this social function. And when its economic curve has been in the ascendant, Western Capitalism, despite inequalities and injustices it has engendered, has gone very far toward discharging the social function. The prosperity of the Capitalistic West, although dishearteningly spotty and disturbingly insecure, has been more widely distributed than the prosperity of any alternative system that has had to serve swarming millions of population. But at the moment I am sorry to report the economic curve of Western Capitalism is not in the ascendant. It dips menacingly downward and, rightly or wrongly, the impression grows in the popular mind that this current drop in the economic curve reflects a situation markedly more serious than the phases of temporary maladjustment that have heretofore produced periodic depressions in the life of the West. This impression is not confined to the cloistered intellectuals, who are, I admit, habitually over facile alike in their fears and in their hopes. It is not confined to the unskilled and to the ignorant who are readily victimized by the apostles of revolution. It haunts the mind of the innumerable white-collared servants of business and industry. It invades the reflections of the vast concourse of salaried executives. And enters, an unbidden guest, into the council chambers of the directorates of economic enterprise throughout the West. Literally millions of men and women who have no disposition to quarrel with Capitalism, men and women who are still employed, are nevertheless today chilled by the fear of unemployment that may face them thirty days from now.

Now the net result of all this is that Western man is ready as never before to listen tolerantly to a skeptical critique of an industrial system animated, as the capitalistic industry of the West is animated, by the philosophy that makes the pursuit of private ends its primary aim, with the security and support of life for the millions left to follow as a by-product. And I submit that an undue continuation of drastic depression will render these Western millions increasingly and uncritically sensitive to the lure of any alternative philosophy of industry that promises, whether it can ever deliver or not, to make the welfare of the masses its primary aim,

with the current doctrine of private rights either ruthlessly subordinated or completely cast aside.

The masses, in my judgment, are not given to hair-splitting. They are content to let the philosophy of the industrial system be what it will if the practical results but minister to increase the enrichment and stabilization of their lives. I am convinced it is quite immaterial to the Western masses that a system like Western Capitalism rests upon a philosophy of individual rights, with the assumption that mass welfare will follow as a by-product. They have no objection to their welfare as a by-product as long as the by-product is assured and adequate. I have long since outgrown the delusion that the masses are eager to share in the risks of ownership and the responsibility of management. I used to think that when I was a sophomore. But I am convinced now that man is far more enamored of security than he is excited about liberty.

And so I believe that a Capitalism that successfully discharges the social function of industry while in pursuit of private interest, is in no danger of overthrow from without or break-down from within. But this is hardly the picture the Western scene presents at the moment. There is no dodging the fact that millions of erstwhile uncritical servants of Western Capitalism today find their faith in the underlying assumption of mass welfare by indirection seriously shaken by current events. Let me make my own position sun-clear. I am convinced that a system of free Capitalism and political Liberty is basically sounder than either the Communism or the Fascism that today stand as its two most contagious alternatives. However necessary these alternatives may be as interim economies at certain historic junctures in the life of particular peoples, and however practical they may prove in the light of certain national psychologies, such as the Italian or the Russian. But Western Capitalism, if it is to survive, must, in my judgment, effect one deep and drastic change in the still regnant philosophy it inherited from the Adam Smiths who rationalized its initial impulse, and that one change is this: it must, in my judgment, become just as mass-conscious as Communism. Capitalism must generally, and not just in the programs of a few enlightened employers, put the social function of industry above the private interests of the industrialists. Its primary and its secondary objectives, as they are now stated in its philosophy, must change places. Capitalism must make the increase, the enrichment and stabilization of life for the millions its primary aim, and private profit must be looked for and found as a by-product of and as pay for the statesmanlike administration of this social function of industry. Capitalism must, I repeat, become just as mass conscious as Communism because it becomes increasingly the mood of mankind to judge industrial systems by this criterion.

If the achievement of this mass consciousness by Western Capitalism necessitated the

whole recantation of private right, there would be little chance of our seeing anything happen about it because men do not make such sweeping surrender of traditional privileges save under duress of revolutionary demand. If this mass consciousness had come as the Knight-errantry of social enthusiasts and professional uplifters I should not trouble to take your time to discuss it tonight. But I am taking your time to discuss it tonight because I think it is becoming increasingly apparent to the exceptional industrialist, if not as yet to the average industrialist, that this mass consciousness is not only the best insurance policy for Capitalism, but the best business policy for capitalists. In other words, putting the social function of industry above the private interests of the industrialists is a policy of enlightened self-interest for the industrialists. Let me say why I think that is true.

In the long generations of the handicraft age, and even in the early decades of the machine age, mass consciousness was not very vitally related to business success. Until the machine age brought to measureable maturity the processes of mass production, captains of industry could be cold to the call of the crowd for adequacy and security of income, could very largely ignore the cry of the working millions for a larger margin of leisure, and still build successful businesses and pile up handsome incomes. But the moment mass production became the major method of Western industry that situation was changed, because mass production is without point and purpose except as the servant of mass consumption. And you cannot have mass consumption adequate to absorb the potential output of mass production unless somebody, somewhere in the industrial system, puts the problem of the economic status of the working millions out in the forefront of the economic program.

And so it is that, quite apart from any social considerations, the captain of mass production industry must concern himself with the economic status of the masses who are to buy his goods, quite as much as with the efficiency of the machines that are to produce his goods. Otherwise he can not build a permanently successful business. The speed and scale of the machine age have made necessary a radically different kind of Capitalism, a new Capitalism that shall be mass-conscious, in the first place, even if it is money-conscious, in the second place.

This new Capitalism is, happily, in the making, and it differs at important points from the old Capitalism. The old Capitalism thought profits lay in high prices and low wages. The new Capitalism knows that in a machine age profits lie in low prices and high wages. The old Capitalism thought profits were helped by long hours. The new Capitalism knows that profits are helped by short hours. The old Capitalism believed in class conflict despite the fact that it was always damning the class conflict theory when the other crowd preached it; but the new Cap-

italism believes in class co-operation because it knows the prosperity of the buying masses is its only ultimate guaranty of stable profits. The old Capitalism thought of wealth as a static, something to be captured. The new Capitalism thinks of wealth as a dynamic something to be created.

For a long time many thought the only road to redemption from the sins of the old Capitalism was either through a social revolution or through a spiritual reversal of the nature of business men. I believe that we can find redemption from the sins of the old Capitalism by the simple device of modern business men's finding out that in a machine age the old capitalistic methods of low wages, high prices and long hours are unbusinesslike and unprofitable.

Let us not be naive about this new Capitalism. It is far from ascendancy in American life. The most dependable judgment to which I have access estimates that approximately one-fifth of the economic enterprise of the United States was, when the depression struck us in October, 1929, operating under the policies of the new Capitalism as I have suggested them tonight, with the remaining four-fifths still operating under the philosophy of the old Capitalism. This new Capitalism is still an emergent force in American life. To make it an established force, dominating the economic order of the nation, is one of the major tasks of contemporary statesmanship. I believe that this new mass-conscious Capitalism can do what Communism dreams and in the doing can still leave to Western man the lure of vast individual achievement and personal reward.

This, ladies and gentlemen, is, as I see it, the appointment with destiny that the business leadership of the United States has. And if business leadership keeps this appointment, deliberately setting out to create prosperous consumers as well as consumable goods, the leadership of American business and industry will, in my judgment, discover that it has not only rendered an historic social ministry, but that it has made solid the now shaky foundations of our industrial order.

And now let me conclude with a brief reference to what the current situation implies to American political leadership. I venture brief comments which seem to me pertinent.

I suggest, first, that we must be willing to follow a political leadership that will not permit emotionalized issues to side-track our immediately urgent economic issues. Prohibition is a case in point. I suggest that we must be willing to follow a leadership that will help us realize that the problem of prohibition,—and I use this issue only by way of illustrating my point—has now gone beyond the traditional slogans and tricky strategies alike of the Wets and Drys. Here is an issue we dare not leave longer to a mere duel between competing fanaticisms, because as long as this problem is left to mere warfare between the extreme and uncompromising Wets on the one hand, and the extreme

and uncompromising Drys on the other, prohibition will continue to be what it is today, a smoke screen behind which timid politicians hide their reluctance to deal realistically and courageously with those basic economic issues upon which the future of the American social order depends. The problem of prohibition has become more than just a problem of liquor versus no liquor. It has become nothing less than the problem of the moral sanitation of our national life and a clearing of the track for national concentration on critical economic issues.

In the face of gang-ruled cities, gin-soaked youth, and a national orgy of dishonest evasion and law violation in which even the most respectable seem increasingly to share, it behooves us to do something other than huddle defensively about the simple catch words coined in the early battles between the Wets and Drys. Until we broaden this issue and deal with the wider aspects of what it has done and will continue to do to the moral fiber of this people, what it has done and what it will continue to do by way of affording an inexhaustible barrel of "red herring" to cowardly politicians, that prohibition will continue to make of American politics a high carnival of hypocrisy.

As a people we should be willing to follow the policy that will make for the moral sanitation and stabilization of our national life, the policy that will clear the stage for economic considerations, whether the policy in every minute detail fits our wet or dry preconception or not. An admirable analogy comes down to us from the days of the Civil War. The slavery question had drifted into very much the position into which the prohibition question has drifted. There was a duel between competing fanaticisms, and nothing could be done about it until a Lincoln appeared and took the issue of slavery out of the hands of competing fanaticisms, not by sticking to an everlasting discussion of the right and wrong of slavery, but by merging that issue in the broader issue of union or secession in which the integrity of the nation was involved. I suggest that just as a Lincoln took the issue of slavery out of the hands of competing fanaticisms by leading the nation's mind to the broader aspects of what the issue involved for the national life, just so the nation waits for a leadership that will rescue prohibition from competing fanaticisms by emphasizing the need for a moral sanitation of our national life and for national concentration upon economic issues rather than a mere reshouting the simple wet and dry war cries.

Secondly, I suggest that we should be willing to follow a political leadership that will help us re-think many of our traditional concepts of national policy. I referred earlier to the use of magic dead words in our campaigns. There are a good many dead words and dying concepts cluttering up American life today.

Individualism, for instance, has been the glory of America for generations, but it does

not take more than any particular genius see that something has happened to American individualism in the last few years. Individualism is important only in terms of what it does to and for individuals. There is nothing sacred in the name. If rugged Individualism results in ragged individuals, it may be time to reconsider the basic theory of individualism upon which we are going. The fact seems to me to be that the old and somewhat anarchic individualism which was a superb virtue in our simpler pioneer days may, in many stances, be a vice in this complicated, technical, inter-dependent age into which we have evolved.

Or, again, take the concept of Competition. No sensible man wants to see monopoly given free rein in this country. A democracy would be deaf, dumb and blind if it could not or would not prevent uncontrolled monopoly from gaining sovereignty of the national life. But today the United States may find unplanned competition as grave a menace to the national future as uncontrolled monopoly. We wait for a leadership that will help us realize that an obsolete concept of individualism, resulting in all sorts of unplanned competition, has given us a self-defeating economic situation. We wait for a leadership that will help us to think less about the theories of individualism and help us to think more about the tragedies of individuals to the end that we may frame policies that will promote the best interests of the individual Americans, even if the policies do not always square with every tenet of our ancient gospel of individualism.

And, thirdly, I suggest that we must find and follow a leadership that will help us realize that censorship, slander and jail sentences will prove futile answers to Communism if Russia should ultimately succeed in raising and stabilizing a satisfactory living standard for the Russian millions and the Western system of free capitalism and political liberty does no more than stagger from one critical economic depression to another. As I made clear, I am not a Communist. Everything in me cries out against any social scheme that imposes a regimentation of life from above, whether it be by the dictatorship of a class or of a person, but I think we should be realistic enough to realize that the only answer that will really answer Communism is the achievement and guaranty by Western Capitalism of a better life for the millions than Communism can ever achieve.

We do not want a Stalin and we do not want a Mussolini in America, but I speak soberly when I say that, in my judgment, it is folly for us to assume that a Stalin or a Mussolini could not arise in America. There is no need to blind ourselves to the fact that there is a growing army of victims of economic insecurity that could well be recruited by an American Stalin or an American Mussolini if political and industrial leadership should remain persistently recreant to the duty of stabilizing the American economic

Mr. We have yet to reckon with what will happen if the white-collared men and women joined hands with the ranks of labor, a merger not fantastic to assume if the oncoming winter should see the ragged army of the unemployed swell instead of shrink.

I am convinced that the American system of free Capitalism and political liberty can answer Communism, but it must answer it in deeds not in words, because men cannot eat words; men cannot wear words; and men cannot trust their old age to words.

Today America languishes for all three of the major kinds of leadership—the leadership of the enunciator, the leadership of the executive, and the leadership of the exemplar. I am sure you know I stole those three adjectives from a sociologist. Translated into English those three terms—enunciator, executive, and exemplar—throw a needed light upon the problem of leadership in the United States.

The enunciators are those leaders who are able to put into plain and compelling words either what the masses want or what the masses should want. These are the leaders who give voice to deep feelings and convictions that stir unspoken in the minds and hearts of the people when the people face a crisis, the meaning of which they can feel even if they cannot formulate it.

The executives are the leaders who are able to translate these deep feelings and convictions

of the masses not into words alone but into plain and compelling programs of action, and, having drafted such programs, the executive leaders are able to put them into effect.

The exemplars are leaders who in themselves are living examples of that to which the voiceless masses aspire. The contagion of their character more than anything they say or do moves the masses to heroic action.

Sometimes these three types of leadership meet and merge in the same man. It is then that mankind knows the ministry of a great and transcendent leadership, but such transcendent leaderships appear only now and then in the long trail of the centuries, and in the absence of leaders in whom these three gifts of the gods abide, we must cultivate and cherish all three kinds of leaderships and then do our best to weld them into a fighting fraternity for the common good.

I close then by saying that the United States at this critical juncture needs, as it never needed before in its history, economic, political and social leaderships into the making of which have gone a Wilson's gift for clear and compelling statement of the forces to be fought and the goals to be gained, a Mussolini's gift for decisive action, and a Gandhi's gift for moving vast masses of men and women by the compelling power of a crystal and indisputable sincerity.

Teachers And Professional Ethics

T. D. Martin

Director, Division of Records and Membership, National Education Association.

A growing interest in professional ethics has characterized the past thirty years. While the beginnings of this interest go back far beyond the current century it was seldom expressed in the form of written codes prior to 1900.

Opinions differ widely as to the value of professional codes of ethics. Experience has shown that while approved statements of standard practise have considerable potential value their actual influence is small unless these standards are stated clearly and specifically and unless definite provision is made for their dissemination and enforcement.

Among teachers the development of professional standards of conduct has paralleled roughly the movement in other vocational groups. During the past three decades numerous codes have been prepared by individuals, by classes in institutions for the education of teachers, and by local, state, and national associations. The first official state code for teachers was adopted in 1896 by the teachers' association of Georgia. The California association followed suit in 1904 and the Alabama association in 1908. By 1920 the teachers associations of eight states had adopted official

codes and by 1930 thirty-three states reported the adoption of such documents. The National Education Association appointed a committee on ethics in 1924 and in 1929 officially approved the code recommended by the committee.

The codes adopted by state teachers' associations vary greatly. In length they range from 73 words (Maine), to slightly less than 2000 words (New York). Their authors have obviously struggled between meaningless generalities and innumerable specific admonitions and proscriptions. Most of them contain both general principles and specific rules of conduct. No one of them is wholly satisfactory. Perhaps no single code ever will be. Human tastes differ widely and so do local conditions. A code which contains simply broad general principles does not satisfy the individual who wants definite rules but the code which seeks to cover all relationships with specific regulations becomes exceedingly colloquial, unbearably monotonous, and interminably long. Then, too, a code which might meet the needs of the teachers of Maine might not be satisfactory for the teachers of Pennsylvania. The codes which have been adopted furnish a good be-

ginning but the perfect code remains to be written.

Various methods have been adopted for acquainting the members of the profession with official standards. Most of the state associations have published their codes in their state journals or as leaflets or posters and at least three have passed resolutions requesting the professional schools for teachers to give them definite place in the prescribed curriculum. In New Hampshire and Rhode Island the codes have been made officially a part of the program of study of prospective teachers and in Connecticut and Massachusetts definite courses in professional ethics have been prescribed by the state departments of education. However, to date no generally accepted program has been developed for training the prospective teacher definitely in matters of professional conduct.

In teaching as in other professions there is a wide difference of opinion among leaders as to the provision which should be made for instruction in this field. Some maintain that incidental instruction is adequate; others insist that ethical problems require a specific time allotment as units of certain courses; and still others assert that prospective members of a profession cannot be trained adequately in the ideals and standard practices of the profession unless separate and distinct courses in the subject are provided.

Those who advocate the incidental procedure maintain that every course in a professional school should train the student in regard to proper professional conduct; that the curriculum is already overcrowded; that the problems of professional relationships are neither sufficiently numerous nor sufficiently vital to warrant separate treatment; that the inauguration of definite courses in this subject establishes an artificial divorcement of ethical principles from the practical problems of the profession; and that the courses thus created are almost invariably formal, perfunctory, uninteresting, and ineffective.

Likewise, those who advocate definite courses in professional ethics use the same arguments whether they represent business, journalism, law, medicine or teaching. They maintain that problems of professional conduct are already numerous and vital and that with the increasing complexity of modern life, they are becoming more important and difficult; that new members of the profession frequently meet with embarrassing and sometimes tragic experiences simply because they have not been taught the proprieties of the group; that ethics can be taught directly; and that systematic instruction is essential because incidental teaching usually means accidental teaching.

A recent survey of the 637 schools of eight different professions showed that while nearly all of the schools recognize to a greater or less degree their responsibility for providing instruction in professional ethics their practices differ widely. Forty-two percent of the schools which reported provide definite courses

in professional ethics; 41 percent seek to have these problems given specific attention in other courses and 17 percent either give no attention to the subject or depend on incidental consideration of the problems involved. Ninety-one percent of the schools for nurses included in the study reported definite courses in this subject and 84 percent of the schools of dentistry reported similar courses. Schools of architecture, journalism, law, and medicine are more or less evenly divided for and against such courses while only 8 percent of the professional schools for teachers reporting provide definite courses in the field. Seventy percent of these latter schools reported that problems of professional ethics are given specific attention in other courses but from supplementary evidence submitted it appears that in most of these courses the time and attention given to the problems is far from adequate.

As early as 1895 the Committee on Legal Ethics of the American Bar Association recommended that all schools of law should give specific attention to this subject. In 1905 the recommendation was reiterated and expanded. This time the Association urged that law schools teach ethics "as a required subject by systematic and definite instruction, not as previously, in one or two lectures by some busy lawyer." During recent years the ethics committee of the Bar Association has waged a vigorous campaign to persuade schools to provide such instruction, with the result that now twenty-eight states require by statute an examination in professional ethics for admission to the bar, and four other states stipulate that the applicant shall have pursued a course in this subject prior to his application for the bar examination. A similar situation exists in the medical profession.

If teaching is to maintain its rank among the other professions it must provide more definitely and more liberally for instruction in professional conduct. The question of whether this should be done in entirely separate courses or in specific units of certain other courses is of relatively minor importance. The essential thing is that the instruction should be systematic rather than merely incidental. The inculcation of high standards of professional conduct is too vital a matter to be left to chance.

While no single set of administrative provisions can be formulated which will be suitable for all institutions, a consideration of the needs of prospective teachers and the application of accepted principles of curriculum construction have led to the following proposals:

1. That incidental treatment of the problems of professional conduct should be given whenever pertinent in all courses.
2. That systematic instruction in professional ethics should be provided in each curriculum offered.
3. That this instruction should be a prescribed part of every graduate's professional preparation.

4. That the units devoted to systematic instruction in this subject should be located, if possible, in three different places in each curriculum—in the first year of training, during the practise teaching period, and during the last months of the training period.

This plan is expressed in general terms and is merely suggestive. The important thing is not that the details of any particular plan should be universally adopted but rather that all institutions engaged in the preparation of teachers should provide for each student an effective program of systematic instruction in this important field.

In law and medicine it has been found advisable to set up machinery for enforcing standards of professional conduct. Four of the codes adopted by state teachers associations provide for commissions to handle violations. Other state associations have by reso-

lution provided for similar commissions but to date the Pennsylvania commission is the only one which has functioned. The others have either not been appointed or no cases have been reported. It would be fine to believe that these commissions have remained inactive because there have been no violations but experience does not warrant so sweeping an assumption. It is to the credit of teachers that among them conspicuous violations of professional proprieties are few and far between and it is easy to believe that more carefully developed statements of these standards and more general instruction regarding them may even further eliminate the need for enforcement machinery. However, if each association would appoint a committee to which questions of interpretation and infraction might be referred the profession would take one more step toward the realization of its ideals.

Report of Legislative Committee to the House of Delegates Missouri State Teachers Association

Presented by Chairman Geo. Melcher to Representative Assembly at St. Louis, Nov. 12, 1931.

During the two years that have elapsed since the meeting of the Missouri State Teachers Association in St. Louis in 1929 many progressive steps in education have taken place in the state. Possibly no other two years in the history of the State have been so important in the progress of education.

First, the Survey Commission which had been authorized by the Missouri Legislature in 1929 appointed by Governor Henry S. Caulfield with Theodore Gary as its Chairman completed its report. The chapter in this report on public education was prepared under the direction of George D. Strayer and N. L. Engelhardt of Columbia University, New York. The report of these directors was thorough and comprehensive in its analysis of the educational situation in Missouri. The recommendations were progressive.

The report of the Survey Commission on Public Schools was given wide circulation by the State Department of Education, the Missouri State Teachers Association, and the Citizens Committee. The major recommendations of the report were received with favor by citizens and school people. The report aroused a large number of citizens of Missouri to think seriously of the educational problems of the State. As a result many progressive citizens of the State became earnest champions of an improved educational system in Missouri.

When your Legislative Committee came to plan its legislative program for the General Assembly of Missouri in 1931 it found a larger group of lay citizens interested in planning an educational program for the State than ever before. These citizens were anxious to put in-

to effect the major recommendations of the Survey Commission. Not all agreed as to the number of recommendations that could be immediately made operative. All progressive and thinking citizens seemed convinced that certain of these recommendations should be enacted into laws at once.

Therefore, it seemed to your Legislative Committee that it was wise for this Committee not to interfere with the work that was being so well promoted by enthusiastic friends of the cause of education. Hence, your Committee became a sort of advisory body for the citizens interested in improved school legislation.

The Committee had a meeting at Columbia during the Christmas Holidays and planned several desirable school measures. These measures were assigned to sub-committees to be drafted and reported to the general committee. These reports were made at a meeting of the Committee early in January.

None of the bills as prepared by the Legislative Committee was introduced. However, the principal features of the various bills were incorporated in numerous bills introduced in the Legislature by the friends of progressive school measures. A large number of school bills were introduced as many people were ready to help. Several minor bills were introduced and passed. There were two bills passed that were outstanding so far as educational progress in the state is concerned.

The first of these was the graduated income tax measure. While this was not distinctly a school bill and was not originated by or drafted by your Legislative Committee, it was the bill which promised increased revenue for the state so that the state might with this

increased revenue give additional support to the public schools. The important feature of this bill is the graduated income tax.

Second, Committee Substitute for Senate Bills 237, 269, 322, 323, 326, and 327 was the outstanding piece of legislation in 1931. Many school people regard this law as the most progressive school law since the organization of the state. Among the outstanding features of the bill are the following:

1. The guarantee to every school district in the State of an eight months term of school. This is made possible by guaranteeing to every district that levies at least twenty cents on the one hundred dollars state support in such sum that the district will have available for current school maintenance at least seven hundred fifty dollars for each teacher employed in the elementary schools.
2. Now, for the first time has the State really assumed the responsibility of guaranteeing a satisfactory school opportunity in every school district.
3. The bill guarantees to every boy and girl of high school age in the State an opportunity to attend high school without payment of tuition. The tuition in all cases is paid by the State and the district from which the pupil comes. The State pays fifty dollars of the tuition and the balance required is paid by the district from which the pupil comes.
4. The bill provides for a Re-Districting County Board of Education. It is made the duty of this County Board of Education to so divide each county, that it will be possible for each of the districts so platted to maintain a high school to the end that ultimately every section of land in the State of Missouri will be in a high school district and the State in turn guarantees adequate support to that high school district.
5. The bill provides for state aid for transportation of pupils.
6. It makes consolidation of school districts easier and provides for the closing of schools with extremely small attendance and the transportation of pupils of such districts to neighboring school districts.
7. It provides for state aid in the erection of school buildings in enlarged school districts.
8. It improves the administration of the free text book funds.
9. It encourages better training of teachers by providing additional state support to those districts that employ well-trained teachers.

It is an outstanding piece of school legislation that guarantees an 8-month school in every school district of the State, a free high school education to every boy and girl in the State, and gives to every community in the State an opportunity to provide high school facilities in that community with a guarantee that an adequate support will be provided by the State. In other words, the new school law

provides for an improved administration and supervision of schools of the State and better financing of the schools.

Whether or not it is the function of the Legislative Committee the Committee feels that it should call to the attention of the House of Delegates and the teachers of the State the necessity for a campaign of education. Your Committee believes that a continuous campaign of education conducted by the State Department of Education, the Missouri State Teachers' Association, and interested citizens of the state is an urgent necessity to enable the public to interpret properly the new law. For example, the current error is that hereafter schools can be supported on a local school levy of twenty cents on the one hundred dollars. No careful student of education ever believed that a levy of twenty cents on the one hundred dollars would be an adequate levy for a school. The twenty cent rate is only the base on which to build a program of equalized state support. The twenty cent levy insures to a rural school funds sufficient for only an 8-month school with a teacher paid approximately \$75 per month. Every progressive district wants a better teacher than can be secured for such a low salary, and will, therefore, increase its levy to forty, fifty, or even sixty-five cents when needed to guarantee a first class elementary school.

Consolidated school districts, village, town, and city districts that have first class elementary schools, and also high schools will find it necessary to levy eighty, ninety, or one hundred cents on the one hundred dollars in order to secure adequate support for their schools. The state minimum guarantee is a sum sufficient to maintain schools little, if any, above the lowest literacy level. The state support provided by the new school law is for the purpose of improving the schools and raising them to higher levels. Unless the school districts of the State continue to make adequate local school levies, the results of the new school law will be far from satisfactory. This new law gives districts an opportunity to have first class schools but neither compels nor guarantees such schools. School districts must rise to the situation. It will be unfortunate if the financial depression coming at this particular time induces districts to shirk their responsibility. It is deeply regretted by your Committee that many citizens and some educational leaders of the State have failed to catch the vision of the great opportunities now open to the school districts of Missouri, have taken a short-sighted view of the matter, and have been willing for districts to continue to maintain schools on their present low level instead of inspiring districts to make adequate school levies which, together with the state funds would enable them to raise the educational level of their schools.

The citizens of the State should realize that while the new school law is one of the most progressive ever enacted in the State, it does

not by any means solve all of the educational problems of the State. Some of the things that need immediate attention are the following:

1. The formation of a constitutional amendment which will provide for a State Board of Education with power to appoint the State Superintendent of Schools, and his assistants, and have general supervision of the entire education work of the State.
2. The establishment by the General Assembly of Missouri in 1933 of a County Board of Education with power to appoint the County Superintendent of Schools and his assistants, and have general supervision of the schools of the county. It should be realized that the State cannot afford to put the large amounts of money provided under the new school law into rural schools and then have them inefficiently supervised and administered.
3. There should be some provision for a teachers' retirement fund.
4. There is imperative need for a law putting teeth into our compulsory school law. With the State now guaranteeing an 8-month school in every school district, the necessary step is to require every child to take advantage of these school opportunities.
5. There is very great need for a complete revision of the laws relating to certification of teachers.
6. Since the State now provides additional support for the public schools of the State, so the districts will be enabled to employ better-trained teachers, it is im-

portant that the standard required for teachers in the State should be raised. Your committee recommends that a law providing for the gradual advance in the qualification of teachers be enacted. Your committee feels that this law should set the goal for teachers in any school in the state at ninety hours of college work in advance of a 4-year high school for any teacher employed after January 1, 1940. This goal should be reached gradually by requiring about 30 hours of college work by 1936, 60 hours by 1938, and 90 hours by 1940. It seems to your committee that after January 1, 1934, no teacher should be employed in the State who has not had at least 10 college hours of professional training behind high school.

The Legislative Committee desires to express its high appreciation of the splendid work done in the cause of education by the Citizens Committee, by the Missouri Press Association; by the Missouri Farmers Association; by the Missouri Farm Bureau; by the Missouri State Federation of Women's Clubs, and by the other state and local organizations and many public spirited individuals.

It was also highly gratified by the public spirit and the broad vision exercised by the Members of the General Assembly in 1931. The Committee found the members of the General Assembly anxious to serve the children of the State and willing to put aside all political differences and personal ambitions and preferences for the improvement of the schools of Missouri.

LEADEN-EYED

LET NOT young souls be smothered out before
 They do quaint deeds and fully flaunt their pride.
 It is the world's one sin its babes grow dull,
 Its poor are ox-like, limp and leaden-eyed.
 Not that they starve, but starve so dreamlessly;
 Not that they sow, but that they seldom reap;
 Not that they serve, but have no gods to serve;
 Not that they die, but that they die like sheep.

—Vashel Lindsay.

FINANCIAL STATEMENT

of the
Missouri State Teachers Association
 for the year ending June 30, 1931
 and

BUDGET PROPOSED
 for the year ending June 30, 1932

Submitted by
THE EXECUTIVE COMMITTEE

EXHIBIT "A"	
BALANCE SHEET	
Assets	
Current:	
Cash in Banks:	
Boone County National	\$ 1,319.37
Boone County Trust	8,020.08
Exchange National (Revolving Fund) ----	750.00
Total -----	\$10,089.45
U. S. Treasury Certificates, Par -----	\$12,000.00
Unamortized Premium on Certificates -----	335.50
Total Book Value of Bonds -----	12,335.50
Accounts Receivable:	
R. C. Debit Balances	\$3,939.53
R. C. Credit Balances	420.97
Net Debit Balances	\$ 3,518.56
S. & C. Debit Balances	\$2,556.47
S. & C. Credit Balances	98.86
Net Debit Balances	2,457.61
Total -----	5,976.17
Inventory of Books on Hand -----	1,488.97
Total -----	\$29,890.09
Fixed:	
Real Estate -----	\$11,915.50
Building -----	\$57,937.02
Reserve for Depreciation	3,289.86
Depreciated Value -----	54,647.16
Furniture & Equipment	\$ 8,282.38
Reserve for Depreciation	1,580.98
Depreciated Value -----	6,701.40
Automobile (Truck) -----	\$ 638.75
Reserve for Depreciation	212.53
Depreciated Value -----	426.22
Total -----	73,690.28
	\$103,580.37

Liabilities	
Current:	
Accounts Payable -----	\$ 1.84
Membership Dues for 1931-32 -----	2,436.00
Total -----	\$ 2,437.84
Fixed:	
Life Membership Dues -----	1,090.00
Net Worth	
Missouri State Teachers Association -----	100,052.53
	\$103,580.37

EXHIBIT "B"	
INCOME AND EXPENSE ACCOUNT	
Income	
Gross Book Sales -----	\$75,916.51
Returns and Allowances -----	550.03
Net Book Sales -----	\$75,366.48
Inventory July 1, 1930 -----	\$ 2,361.93
Book Purchases -----	59,025.89
Freight and Drayage -----	844.41
Total -----	\$62,232.23
Inventory June 30, 1931 -----	1,488.97
Cost of Books Sold -----	60,743.26
Income from Book Sales -----	\$14,623.22
Membership Dues -----	\$46,806.00
Refunds:	
Community Association -----	\$ 4,498.80
District Association, Regular -----	11,450.50
District Association, Special -----	1,651.00
Total -----	17,600.30
Income from Membership Dues -----	29,205.70
Advertising Space Sold -----	\$12,095.74
Commissions Paid Service Bureau -----	134.00
Income from Advertising -----	11,961.74
Other Items of Income:	
Group Insurance Fees -----	\$ 2,685.00
Interest on Bank Deposits -----	878.69
Interest on Bonds -----	17.48
Miscellaneous -----	577.62
Total -----	4,158.79
Total Gross Income -----	\$59,949.45

Expense	
Salaries and Wages -----	\$19,530.12
Traveling Expense -----	1,722.52
Printing and Postage -----	5,685.99
School and Community (Paper, Printing, Freight) -----	9,256.83
Telephone and Telegraph -----	625.83
General Expense -----	1,712.13
Board and Committee Expense -----	3,560.29
State Survey Report -----	4,887.04
Plant Operation -----	1,358.93
Building Maintenance -----	171.50
Insurance -----	243.90
Dues Paid Other Organizations -----	170.00
N. E. A. Expense -----	445.27
Taxes Paid -----	346.42
State Convention Expense -----	7,125.98
Auditing Expense -----	412.12
Miscellaneous Expense Items -----	739.21
Doubtful Accounts and Worthless Checks -----	152.05
Depreciation -----	1,797.24
Total -----	\$59,943.37
Net Income -----	\$6.08

EXHIBIT "C"

PROPOSED BUDGET OF THE MISSOURI STATE TEACHERS ASSOCIATION FOR THE YEAR
ENDING JUNE 30, 1932

Estimated Cash Income

Membership Dues	\$47,000.00
Group Insurance Fees	2,600.00
Reading Circle Sales	75,000.00
Advertising	12,000.00
Interest on Bank Deposits	400.00
Interest on U. S. Bonds	381.54
Miscellaneous	600.00
Total	\$137,981.54

Estimated Cash Expenditures

Reading Circle	\$70,200.00
School and Community	18,800.00
Association	48,027.71
Not Appropriated	953.83
Total	\$137,981.54

Estimated Cash Expenditures, Reading Circle

Book Purchases	\$59,000.00
Freight and Drayage	600.00
Wages and Salaries	7,300.00
Paper and Printing	600.00
Postage	1,900.00
R. C. Board Expense	300.00
Furniture and Equipment	200.00
General Expense	300.00
Total	\$70,200.00

Estimated Cash Expenditures, School and Community

Paper, Printing, and Freight	\$ 9,000.00
Wages and Salaries	7,200.00
Postage	900.00
Traveling Expense	700.00
Service Bureau	50.00
General Expense	950.00
Total	\$18,800.00

Estimated Cash Expenditures, Association

Community Association Refunds	\$ 4,600.00
District Association Refunds, Regular	11,500.00
District Association Refunds, Special	1,650.00
Executive Committee Expense	1,200.00
State Survey Report	876.47
State Re-districting Survey	1,000.00
State Convention, Program Talent	6,500.00
State Convention, General Expense	1,200.00
State Convention, Departmental Expense	250.00
Legislative Committee	200.00
Committee on Sources of Larger Revenue	100.00
Committee on Professional Standards and Ethics	100.00
Committee on Resolutions	80.00
Committee on Junior and Senior High School	
Courses of Study	851.24
Committee on Teachers' Salaries and Tenure	200.00
Retirement Fund Committee	100.00
Committee on Association Organization and	
Procedure	100.00
Salaries and Wages	8,000.00
Stationery and Printing	800.00
Postage	1,700.00
Telephone and Telegraph	600.00
Lights and Water	200.00
Fuel	250.00
Keeper of Building	900.00
Taxes	1,500.00
Insurance	200.00
Expense on Truck	200.00
Maintenance of Building and Grounds	200.00
Travel Expense	1,200.00
N. E. A. Dues and Expense	500.00
World Federation Dues	100.00
Missouri Association Dues	40.00
Missouri Press Association Dues	34.00
Furniture and Equipment	300.00
General Expense	800.00
Total	\$48,027.71

Student Economics at Kirksville

Fred S. Russell

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is they can't be used without betraying affectation, strain, superfluity, see!—and then, besides, all the shoals of the little minnow poets who write in albums have made that vocabulary peculiarly their own. So avoid that by all means. You will notice that tendency in the verses of our good friend Daniel Deronda Buck—but whatever you do don't put *him* right,—'cause that fellow could really write poetry if he'd only comb those old burs out of his lines. And sometimes there is the vaguest tendency in your poetry in the direction I have so bitterly assaulted, but it is vague and faint as yet, but still enough that were it entirely out of it, your work would be vastly improved. Now I am talking cold facts. At least I am talking for an opinion of my own, which may be, after all only a crotchet with me. But I think I'm right, and I'm honest in expressing the opinion, and my views regarding it. And although I already like your verse, I want to see you improve it all the time as I want my own verse to improve in like respects, and as I'm always striving most pitilessly regarding my own feelings, to improve it."

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"You must be, as every writer of poetry must be, possessed of infinite patience and untiring industry. The road is anything but inviting. Even with the very highest deservings you may fail to gain the recognition that is your just due. As to advising you as to what course to take in the matter of the future exercise of your talents, I would say by all means continue; but I would not rely upon the results.

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Even Longfellow dared not do that—but aside from his marvelous genius as a poet—leant first upon a practical basis of support—a sure thing. So I would advise

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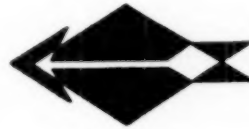
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FINANCIAL STATEMENT

of the
Missouri State Teachers Association
 for the year ending June 30, 1931
 and
BUDGET PROPOSED
 for the year ending June 30, 1932
 Submitted by
THE EXECUTIVE COMMITTEE

EXHIBIT "A" BALANCE SHEET

Assets	
Current:	
Cash in Banks:	
Boone County National	\$ 1,319.37
Boone County Trust	8,020.08
Exchange National (Revolving Fund)	750.00
Total	\$10,089.45
U. S. Treasury Certificates, Par	\$12,000.00
Unamortized Premium on Certificates	335.50
Total Book Value of Bonds	12,335.50
Accounts Receivable:	
R. C. Debit Balances	\$3,939.53
R. C. Credit Balances	420.97
Net Debit Balances	\$ 3,518.56
S. & C. Debit Balances	\$2,556.47
S. & C. Credit Balances	98.86
Net Debit Balances	2,457.61
Total	5,976.17
Inventory of Books on Hand	1,488.97
Total	\$29,890.09
Fixed:	
Real Estate	\$11,915.50
Building	\$57,937.02
Reserve for Depreciation	3,289.86
Depreciated Value	54,647.16
Furniture & Equipment	\$ 8,282.38
Reserve for Depreciation	1,580.98
Depreciated Value	6,701.40
Automobile (Truck)	\$ 638.75
Reserve for Depreciation	212.53
Depreciated Value	426.22
Total	73,690.28
	\$103,580.37
Liabilities	
Current:	
Accounts Payable	\$ 1.84
Membership Dues for 1931-32	2,436.00
Total	\$ 2,437.84
Fixed:	
Life Membership Dues	1,090.00
Net Worth	
Missouri State Teachers Association	100,052.53
	\$103,580.37

EXHIBIT "B" INCOME AND EXPENSE ACCOUNT

Income	
Gross Book Sales	\$75,916.51
Returns and Allowances	550.03
Net Book Sales	\$75,366.48
Inventory July 1, 1930	\$ 2,361.93
Book Purchases	59,025.89
Freight and Drayage	844.41
Total	\$62,232.23
Inventory June 30, 1931	1,488.97
Cost of Books Sold	60,743.26
Income from Book Sales	\$14,623.22
Membership Dues	\$46,806.00
Refunds:	
Community Association	\$ 4,498.80
District Association, Regular	11,450.50
District Association, Special	1,651.00
Total	17,600.30
Income from Membership Dues	29,205.70
Advertising Space Sold	\$12,095.74
Commissions Paid Service Bureau	134.00
Income from Advertising	11,961.74
Other Items of Income:	
Group Insurance Fees	\$ 2,685.00
Interest on Bank Deposits	878.69
Interest on Bonds	17.48
Miscellaneous	577.62
Total	4,158.77
Total Gross Income	\$59,949.45
Expense	
Salaries and Wages	\$19,530.12
Traveling Expense	1,722.52
Printing and Postage	5,685.99
School and Community (Paper, Printing, Freight)	9,256.83
Telephone and Telegraph	625.83
General Expense	1,712.13
Board and Committee Expense	3,560.29
State Survey Report	4,887.04
Plant Operation	1,358.93
Building Maintenance	171.50
Insurance	243.90
Dues Paid Other Organizations	170.00
N. E. A. Expense	445.27
Taxes Paid	346.42
State Convention Expense	7,125.98
Auditing Expense	412.12
Miscellaneous Expense Items	739.21
Doubtful Accounts and Worthless Checks	152.05
Depreciation	1,797.24
Total	\$59,943.37
Net Income	\$6.08

EXHIBIT "C"

PROPOSED BUDGET OF THE MISSOURI STATE TEACHERS ASSOCIATION FOR THE YEAR
ENDING JUNE 30, 1932

Estimated Cash Income		Estimated Cash Expenditures, Association	
Membership Dues	\$47,000.00	Community Association Refunds	\$ 4,600.00
Group Insurance Fees	2,600.00	District Association Refunds, Regular	11,500.00
Reading Circle Sales	75,000.00	District Association Refunds, Special	1,650.00
Advertising	12,000.00	Executive Committee Expense	1,200.00
Interest on Bank Deposits	400.00	State Survey Report	876.47
Interest on U. S. Bonds	381.54	State Re-districting Survey	1,000.00
Miscellaneous	600.00	State Convention, Program Talent	6,500.00
Total	\$137,981.54	State Convention, General Expense	1,200.00
Estimated Cash Expenditures		State Convention, Departmental Expense	250.00
Reading Circle	\$70,200.00	Legislative Committee	200.00
School and Community	18,800.00	Committee on Sources of Larger Revenue	100.00
Association	48,027.71	Committee on Professional Standards and Ethics	100.00
Not Appropriated	953.83	Committee on Resolutions	80.00
Total	\$137,981.54	Committee on Junior and Senior High School Courses of Study	851.24
Estimated Cash Expenditures, Reading Circle		Committee on Teachers' Salaries and Tenure	200.00
Book Purchases	\$59,000.00	Retirement Fund Committee	100.00
Freight and Drayage	500.00	Committee on Association Organization and Procedure	100.00
Wages and Salaries	7,300.00	Salaries and Wages	8,000.00
Paper and Printing	600.00	Stationery and Printing	800.00
Postage	1,900.00	Postage	1,700.00
R. C. Board Expense	300.00	Telephone and Telegraph	600.00
Furniture and Equipment	200.00	Lights and Water	200.00
General Expense	800.00	Fuel	250.00
Total	\$70,200.00	Keeper of Building	900.00
Estimated Cash Expenditures, School and Community		Taxes	1,500.00
Paper, Printing, and Freight	\$ 9,000.00	Insurance	200.00
Wages and Salaries	7,200.00	Expense on Truck	200.00
Postage	900.00	Maintenance of Building and Grounds	200.00
Traveling Expense	700.00	Travel Expense	1,200.00
Service Bureau	50.00	N. E. A. Dues and Expense	500.00
General Expense	950.00	World Federation Dues	100.00
Total	\$18,800.00	Missouri Association Dues	40.00
		Missouri Press Association Dues	38.00
		Furniture and Equipment	300.00
		General Expense	800.00
		Total	\$48,027.71

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you, or any new beginners in the literary field. Of all the followings this is the most precarious. But the talents you already display are worth fostering and developing with the utmost care; and your surroundings, however rich in opportunity, would be of no advantage whatever unless you had the hardihood to labor ceaselessly. Your friends will help you all they can, but you yourself must prove your own high worth—and that's the real work after all. Were I to offer you further advice, in this view, I would say: Study—study—study! Read—read—read! Study to discover the real secret of the beauty of the successful poet's song. Avoid reading the older poets (this is not the usual advice, I know, but the best advice, I believe) and read only the successful modern poets. Not forgetting as you read, that not the easiest-flowing line of it all but was produced only by oftentimes the most painful effort. All pure beauty of real verse is only produced by pure effort of real artists. The verse when completed sounds exactly as it should sound,—as though it made itself—but universally such perfection is only reached by genuine and most persistent effort.

"Some enthusiastic admirers of Tennyson once said to him, pointing out such a perfect utterance,—'Ah! This is so simple, so artless, so graceful in flow of expression—I at once recognized it as hav-

ing come unbidden, just of itself in this perfect form!' 'But you are entirely wrong,' said Mr. Tennyson, 'I smoked not less than six cigars in the construction of that line.'

"You have only to work with the rest," the letter concludes. "If they whose success is proved, set such patterns of patience as these, what may you not hope to accomplish with like patience and endeavor."

The value of advice such as Riley offers which may be found in his Letters is incalculable to the young and struggling poet or prose writer. Riley himself, as Dr. Phelps points out in the Foreword to the newly-issued volume of Letters, "took infinite pains with his verse, considered carefully its technique and the weight of every word. He was so overwhelmingly interested in creative literature that any one who showed talent found him immediately responsive. Apart from his friendships, Riley was more interested in the art of verse than in anything else. Many of these letters show his preoccupation even with what might be called trivialities, so long as they were concerned with the art of writing. It is deeply instructive to see his comments, his suggestions, and his profound seriousness in the discussion of details, and his remarks on dialect will interest all who believe in the accurate reproduction of speech."

Inventor Morse Was Also A Great American Artist

IF Samuel Finley Breese Morse, whose birthday will be observed April 27th, had not invented the telegraph, his name would, nevertheless, have gone down in history as one of America's great artists. The renown of Morse, the inventor, however, has overshadowed that of Morse, the painter, to such an extent that the latter is often forgotten. Yet, the creative desire, patience, perseverance, minute and careful attention to detail, thoroughness and completeness of Morse, the inventor, were developed during his years as a painter.

When he received the inspiration in October, 1832, that led to his great invention, Morse was forty-one years old. His life was about equally divided between

art and invention, for he lived to be eighty-one.

Son of the noted divine, author, and friend of George Washington, the Rev. Jedediah Morse, and Elizabeth Ann Breese, granddaughter of Samuel Finley, president of Princeton College, Morse seemed destined to leadership from birth in 1791 at Charlestown, Mass.

Morse, as a child, scratched a portrait of his old lady school teacher with a pin on a chest of drawers, and was punished. At Yale he painted portraits of his more opulent companions on ivory at five dollars a head. After graduating in 1810, he won his father's permission to follow his bent, and went to England in 1811 with

his friend and master, Washington Allston, to study.

Admitted to the friendships and studios of Benjamin West and other famous Americans in London, Morse made rapid progress. Of two thousand pictures in the Royal Academy Exhibition in 1813, Morse's "Dying Hercules" was regarded by judges as one of the preeminent works. Morse made a model in clay preliminary to painting the picture and for this model the Society of Arts awarded him a gold medal before a distinguished assemblage.

His painting, "The Judgment of Jupiter in the case of Apollo, Marpessa and Idas" could not be exhibited in London, although lauded by critics, because his father had suffered financial reverses and he was forced to return home in 1815.

Morse then began painting portraits in the United States, and spent four winters at Charleston, S. C., engaged in this work. He did a portrait of President Monroe, which still hangs in the City Hall of Charleston, and hundreds of old Southern families cherish portraits done by Morse. He married Miss Lucretia P. Walker, of Concord, N. H., October 1, 1818. In 1821 and 1822 Morse produced a large painting of the House of Representatives with many portraits of members, which now hangs in the Corcoran Art Gallery.

Morse was appointed to paint a full-length portrait of General Lafayette for the City of New York. There was no telegraph then, and when Morse's happy letter of Feb. 10, 1825, from Washington, D. C., telling of his friendship with Lafayette and progress on the portrait, reached his home, his wife had died at New Haven, February 7th. The Lafayette portrait is one of three Morse paintings hanging in the New York City Hall. Morse also made portraits of Henry Clay and DeWitt Clinton, now in the Metropolitan Museum of Art, and of other famous men.

Morse the artist, founder and president of the National Academy of the Arts of Design, went abroad in 1829. Morse the inventor, returning from Europe in 1832, received the inspiration which resulted in the telegraph.

From "Dots and Dashes."



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A wonderful outing full to the brim with fun and good fellowship—deck sports, swimming in open air pools, dancing, gay parties, or a good book in a quiet, sunny corner.

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Third Grade Arithmetic Analysis, Third Quarter

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THIRD GRADE ARITHMETIC ANALYSIS

Direction Sheet—Read carefully before attempting to use the test.

General Statements—The Arithmetic Analysis provided by this test treats only those specific objectives which involve several distinct, yet closely related, learning situations. There are many objectives which may be tested by the teacher through informal tests. Arithmetic must be presented so that each child responds efficiently. It is impossible to do efficient teaching unless the teacher is aware of the child's needs and difficulties.

Purpose of the Test—It is hoped that the test may help the teacher analyze the specific objectives into learning situations and fundamental principles. The direct purpose of the test, however, is to determine just which of the principles involved are yet to be mastered.

Plan for Giving Test—a. The test for each objective may be given after the objective has been taught and enough practice provided to assure overlearning. b. The test for the quarter may be given at the close of the quarter. There is no time limit. In all cases enough time should be allowed to attempt all the problems. Pupils should be urged to work at their normal rate. They should not be allowed to waste time or use "crutches." A duplicating machine may be used in making copies of the problems.

Plan for Analyzing the Test—Each pupil's paper should be carefully graded. All incorrect answers should be marked. A difficulty list for each child should be made and used as a guide in further analysis and as a basis for remedial procedure.

Two pupils may miss the same problem which has in it only one major difficulty yet these two pupils may have made very different mental responses. Each may need a separate explanation.

Plan for Remedial Work—The Arithmetic Analysis involves type problems of a very simple nature. The aim is to isolate difficulties so that they may be easily identified. The teacher may quickly make a list of problems involving the same difficulty. She has then set up practice material to meet the specific needs. It is necessary that constructive teaching be done to make clear the procedure for the child in overcoming a difficulty, (Direct the activity of the child to correct procedure), then supply enough practice material to make this procedure a habit.

Scoring—The place for the score on the test is mainly to stimulate the pupil toward better work and may be used by the teacher in many ways. The teacher should constantly keep in mind that the major purpose of the test is to help her select subject matter for remedial teaching.

THIRD GRADE ARITHMETIC ANALYSIS THIRD QUARTER

Name

Score

THIRD QUARTER—ADDITION

These problems contain all the addition combinations.

They involve addition by endings including bringing the tens.

Add Downward

a	b	c	d	e	f	g	h	i	j	k	l	m	n
4	8	6	3	7	8	2	5	8	5	2	1	6	3
7	5	4	4	8	6	8	5	1	2	8	9	5	8
6	6	7	2	4	5	6	6	9	1	9	2	8	8
9	5	4	4	3	8	8	2	6	0	7	3	2	7
3	4	7	1	9	3	3	9	1	9	4	1	3	9
6	7	3	6	4	8	7	5	2	4	3	6	8	1
8	6	5	5	3	4	2	4	1	9	8	3	7	5
2	2	6	7	2	6	9	1	0	4	0	8	1	6

THIRD QUARTER 5—ADDITION—Carrying Involving Zero Difficulties.

Add Downward

a	b	c	d	e
205	251	167	312	854
322	380	248	921	695
144	272	395	832	706
212	183	186	700	930

THIRD QUARTER 6—SUBTRACT—Carrying or Borrowing in Subtraction Limited to Three Place Figures

a	b	c	d
347	348	526	782
126	229	274	545

THIRD QUARTER 7a—SUBTRACT—Zero in Units Place Only.

a	b	c	d
530	540	370	590
416	334	364	574

THIRD QUARTER 7b—SUBTRACT—Zero in Tens Place Only.

a	b	c	d
604	708	605	402
352	549	385	367

THIRD QUARTER 9 and 10.

a	b	c	d	e	f	g	h
210	31	40	51	61	71	811	901
6	6	6	6	6	6	6	6
aa	bb	cc	dd	ee	ff	gg	hh
61	50	211	30	401	700	811	901
7	7	7	7	7	7	7	7

**THIRD GRADE ARITHMETIC ANALYSIS
THIRD QUARTER****ANSWER SHEET****THIRD QUARTER 4—ADDITION—Involving Combinations by Endings Including Bridging the Tens:**

a. 45; b. 43; c. 42; d. 32; e. 40; f. 48; g. 45; h. 37; i. 28; j. 34; k. 36; l. 33; m. 40; n. 44.

THIRD QUARTER 5—ADDITION—Carrying Involving Zero Difficulties. These problems have zero difficulties in various columns also with respect to location in the column. Each problem involves a new addition habit.

- a. 883; carrying in units column only.
- b. 1086; carrying in tens column only.
- c. 996; carrying in units and tens column, no zero difficulty.
- d. 2765; zero difficulty in units and tens column; no carrying.
- e. 3185; zero difficulty in units and tens column; carrying in units and tens column.

THIRD QUARTER 6—SUBTRACTION.

- a. 221 simplest.
- b. 119 difficulty in units place.
- c. 252 difficulty in tens place.
- d. 184 difficulty in units and tens place.



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THIRD QUARTER 7a—SUBTRACTION—Zero Difficulty in Units Place Only.

- a. 114 simplest form.
- b. 206 zero difficulty in units place, and zero in difference.
- c. 6 zero difficulty in units place and difficulty in leaving out zero in difference.
- d. 16 zero difficulty in units place; two digits in difference.

THIRD QUARTER 7b—SUBTRACTION—Zero in tens place only.

- a. 252 difficulty only in tens place.
- b. 159 difficulty in units and tens place.
- c. 220 difficulty in tens place and proper use of zero in units place in remainder.
- d. 35 difficulty in units and tens place and proper use of zero in hundredths place in remainder.

THIRD QUARTER 9 and 10

a. 1260; b. 186; c. 240; d. 306; e. 366; f. 426; g. 4866; h. 5406.

These problems check the multiplication facts of the sixes and also the ability of the pupil to multiply two and three digit numbers with a one digit multiplier, with no carrying.
aa. 427; bb. 350; cc. 1477; dd. 210; ee. 2807; ff. 4900; gg. 5677; hh. 6307.

These problems check the multiplication facts of the sevens and also the ability of the pupil to multiply two and three digit numbers with a one digit multiplier with no carrying.



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The Teacher's Responsibility

By Walter R. Siders, Field Representative,
World Federation of Education Associations, Washington, D. C.

TWO MEN WENT to church to pray. One was a man named Babbitt and the other a teacher.

And the man named Babbitt stood and looking into the eyes of heaven, exclaimed:

"O Lord, I thank thee that I am not like these professional men, even as this poor school teacher. I pay half the preacher's salary, it is my money that built this church, I subscribe liberally to foreign missions, and to all the work of the church. It is my money that advanceth thy cause."

But the school teacher bowed himself in humility and said:

"O God, be *very* merciful unto me. *I was that man's teacher.*"

The good teacher holds himself more responsible for training in character than for any other obligation laid upon him.

WE NEED A NEW KIND OF LEADERSHIP

WE ARE NOW face to face with social, political, and economic problems that result from the delightfully naive, splendidly ignorant manner in which for the past hundred and fifty years we have lightly passed over the major questions in the management of human society and have devoted ourselves to the production of more goods, the development of more lands, and the accumulation of larger bank balances. The anesthetic effect of such slogans as "Have Faith in America," is such that unless the educational agencies of the country are prepared to provide a new kind of leadership and to train a new generation of leaders, we shall continue to drift as we are drifting at present in international affairs, in political economy, in racial problems, in labor matters, and in the business world, that field in which we have felt that we were pre-eminent.

—Robert Maynard Hutchins.

NOT BY BREAD ALONE

TODAY THERE is still enough bread to go around. There is, indeed, a surplus of wheat, a surplus of cotton, a surplus apparently of everything. There is plenty of bread to go around, but it is not going around! In our attempt to live by bread alone we have created an economic system in which, apparently, it cannot be made to go around even at a time when millions of people are starving. We see people hungry in a world

where there is plenty to eat and we are by no means indifferent to their plight; we are profoundly disturbed by it. But we know not how to relieve it. The only relief we can see is charity and that, as we painfully know, is but a sedative, not a cure. We have tried to live by bread alone and the light that was in us has become darkness.—Ernest Fremont Little in "The Christian Century".

A Message From The Missouri Congress Of Parents And Teachers

(Given by Mrs. James F. Cook, State President, Nov. 13th. At the State Teachers Association, St. Louis, Mo.)

THE MISSOURI CONGRESS of Parents and Teachers wishes to express its appreciation of the wonderful work done in the past by our educators and to bespeak a closer cooperation for the future. Throughout the convention the matter of cooperation has been stressed, but let me remind you of a wonderful force in cooperation which you have barely used—that of the parent and the home. Many of you feel that you are receiving this and rightly so but you are only a few of a total number. The combined force of the Home and the School would be the means of having the Missouri of tomorrow peopled by interested, active and cooperative citizens.

In many instances a so-called Parent-Teacher Association is organized, and because it is doing no harm, it is tolerated. But are you sure that it is doing no harm? Do you take your part in the organization? Do you know its objects and purposes? If it is not constructive you know it cannot be ineffectual but must inevitably be of some power. But just what and how used? Misunderstandings cause more trouble than any other thing. Therefore take your part in this mutual obligation and see that the organization is one built on a firm foundation—non-partisan—non-sectarian—non-commercial and non-interfering. If the objects are to raise standards and to help to improve conditions for children, you have a splendid force working for and with you.

You have received adequate training to fit you to take your place in the educational world. How many parents have been so fortunate in their training for parenthood? Certainly where they have been teachers before they are parents they have that advantage. But you know how many many parents there are who have not had such advantages, although the knowledge "how to be a good parent," is

supposed in some mysterious way to come with the family, you must admit that it seems to go astray too often.

Now this world seems to be awakening to this fact, and everywhere we see Parent Education, Child Development and the like, as subject-matter in clubs, magazines, books; in

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courses in our colleges and universities. In the Parent-Teacher Associations these topics are handled in study groups, discussion groups and at regular meetings with speakers. When a school is fortunate to have a pre-school group of parents meeting at regular intervals to make a study of their big job of becoming better parents, the elementary schools receive the benefit of children more intelligently trained to become part of the school community, sent there physically fit, and mentally and morally prepared for their part in the new life before them. This spirit is carried through the school life, backed by teachers and parents who are working together in elementary schools and then in High school Parent-Teacher Associations.

Your organization and mine are working together to train the parents of tomorrow. Let us help to keep our young people from making the same mistakes which have been made through lack of information in the past. Let us work together to enrich the lives of our people in such a way that the children may surely be benefited thereby.

You have all read the findings of the White House Conference where trained men and women worked tirelessly to bring to our attention the facts which have been the objects of the National Congress of Parents and Teachers for the past thirty-five years. Very definite are the nineteen points of the Children's Charter. Your organization and mine together can do so much to help bring about conditions making it possible that every child shall have equal advantages in health, home training, education and community advantages.

In Missouri we have between 55,000 and 60,000 Congress members. More than a million and a half make up the membership in the National Congress. This awakened spirit of cooperation between the home and school is not only a national one but has spread over the entire world known as the International Federation of Home and School.

The state office of the Missouri Congress of Parents and Teachers is located at 1625 Paul Brown Building, St. Louis, Mo. Material or information will be sent or given anyone interested.

A List Of Some Free Material Obtainable On Request

By Visual Education Department, Missouri State Teachers' Association.

List compiled by

Miss M. C. Letton—Chairman Visual Education Dept., M. S. T. A.

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"Brick Work in Italy"

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"From Wool to Cloth"

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"Through Electrical Eyes" by John Mills:
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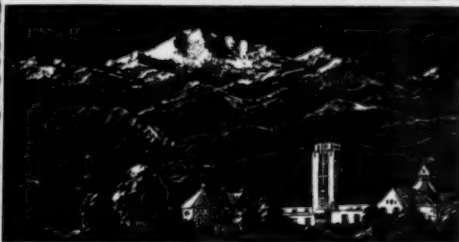
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Supt. of Documents,

U. S. Dept. of Agriculture,
Farmers' Bulletin No. 218,
"The School Garden," 1930

Director, Bureau of Reclamation,
Dept. of Interior, Washington, D. C.
"Federal Irrigation Projects"

Dept. of Interior, National Park Service,
Washington, D. C.
"Glimpses of Our National Parks" 1930:65
pp. illus.

Supt. of Documents, Gov't. Printing Office,
Bureau of Prohibition, Division of Research
and Public Information, Washington, D. C.
"Alcohol, Hygiene, and the Public Schools,"
1931.

Supt. of Documents, Gov't. Printing Office,
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WILLIAM WADE WALTERS

On February 4th William Wade Walters for
the past 32 years principal of various St.
Louis elementary schools died from an attack
of meningitis. Principal Walters was 71 years
of age and had spent his life in the schools
of Missouri. He was born at Kirksville, re-
ceived his early training there and at the Uni-
versity of Missouri. Before going to St. Louis
he had been connected with various schools in
the State, among them were Jefferson City,
Bethany, Carthage, Maryville and Salem. At
the time of his death he was principal of the
Patrick Henry school in St. Louis.

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er-Conservatory have been familiar words all
over the middle west in circles where music
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years of regular college work in arts and
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tial business men of the City.

Last September C. E. Evans who has gained
a wide and favorable acquaintance among Mis-
souri schoolmen as superintendent of schools
at Rolla and Monett and later in the State
Department of Education was selected as dean
of the college. Dean Evans believes that such

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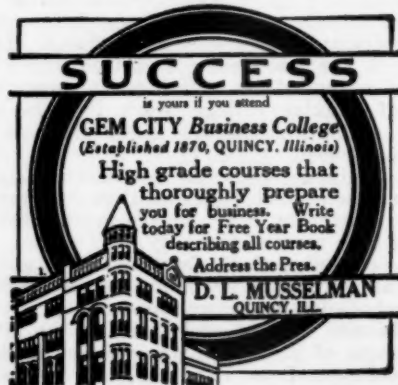
The map is printed in colors, in size is 22" x 34" and the price of it is fifteen cents a copy. It illustrates the achievements and membership of the Permanent Court of International Justice. There are on it inset pictures of Elihu Root and of American judges on the Court, past and present. Published by the Educational Committee of the League of Nations Association Massachusetts Branch, 40 Mt. Vernon Street, Boston, Massachusetts, copies may also be ordered from the National World Court Committee, 18 East 41st Street, New York City.

"WHAT IS COLLEGE FOR?"

\$500 For Best Answer.

In an official bulletin just released to the public, Antioch College here has announced a scholarship offer of \$500, to be used at any college in the United States and to be awarded to the winner of an essay contest open to high-school seniors throughout the country, on the topic "What Is College For?" The successful contestant may choose the school at which he wishes to use the money.

In explaining the unusual features of the scholarship, President Arthur E. Morgan referred to an opinion he first expressed two years ago, when, in answer to an invitation to Antioch College to join with several other institutions in a General Scholarship Contest for high school seniors, he stated that he thought colleges should compete with each other in the quality of their work rather than in offering restricted scholarships. Students should not select a school primarily because scholarship funds were available there, he said,



but should be left free to consider the quality of work of the college and the degree to which the program met their particular needs.

At that time, and later in an article in the June, 1930, Atlantic Monthly, he suggested the establishment of a common fund, from which qualified students could be given scholarship aid to be used at any school of good standing which they might choose.

The suggestion was not acted upon by any college association, but Antioch now proposes as an individual institution to test the theory, using the opportunity to make high-school students acquainted with the Antioch idea of what college training should accomplish. Lest the students be tempted to write what they think Antioch wants, however, President Morgan points out that the essays are to be judged by a committee of educators not associated with Antioch.

The official announcement states that students who wish to try for the scholarship should apply for blanks before March 15, 1932, to the Scholarship Secretary, Antioch College, Yellow Springs, Ohio.

E. M. SIPPLE DEAD

E. M. Sipple died suddenly at his home in Baltimore, Maryland, February 20th. During the week he had been busy with a meeting of the Progressive Education Association of which he was an officer. Talking to an old Missouri friend on Friday in Baltimore he expressed his intention to be present at the Missouri Luncheon in Washington on the following Monday. At the luncheon Mr. Diemer made the following statement which was adopted by that body.

"It is with deep sorrow that we learn of the untimely death of E. M. Sipple, Director of the Park School in Baltimore, Maryland. Mr. Sipple was born and reared in Missouri and rendered valuable service to education in the State as superintendent of schools at Laclede, Monroe City and Moberly respectively.

"For the past seven years he has served as Director of the Park School in Baltimore. Aside from his administrative duties in the schools that he served, he was very active in various professional organizations, including the Missouri State Teachers Association, National Education Association and the Progressive Education Association. At the time of his death he was Treasurer of the Progressive Education Association.

"In all of his relationships—as teacher, father, husband and friend—he represented the highest type of manhood and one of which Missouri teachers are justly proud.

"Resolved, therefore, as teachers of Missouri assembled at the Annual Luncheon at the Department of Superintendence at Washington, that we deeply mourn the loss of so valued a member and friend and that we convey to his family our heartfelt sympathy.

"Resolved, that a copy of these resolutions be sent to Mrs. Sipple and also, a copy published in School and Community."

Kansas City is considering a change to the twelve month salary basis. Some of the teachers are known to favor such a plan and Superintendent Melcher recommended the proposition to his board several months ago, suggesting that a detailed study of it be made.



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Miss Margaret Frederick Gordon, a member of the faculty of the Southeast Missouri Teachers College was married on Feb. 20 to Th. R. Ingram who had been a former student at the College and who is now a resident of St. Louis.

The Senath High School won first place in the Folk Drama Contest held at Cape Girardeau on February 20. The play had been written by Miss Bertha Groomes. The College High School won second place in the contest.

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